

# UPLOAD JOBS FOR MINDANAO EXTERNAL EVALUATION

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# TECHNICAL REPORT

UPLOAD JOBS MINDANAO

University Partnership Linking OSY to Agri-Entrepreneurship and Development to  
Promote Job Opportunities and Business Scale-Up for Mindanao

## SUMMATIVE IMPLEMENTATION AND OUTCOME EVALUATION July 2015

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### **Glossary of Terms and Acronyms**

AFE:	Agriculture and Fisheries Extension
ATI:	Agricultural Training Institute
AUD:	Australian Dollar
BAEx:	Bureau of Agricultural Extension
BIFF:	Bangsamoro Islamic Freedom Fighters
CAFE:	Center for Agriculture and Farmland Entrepreneurs
CHED:	Commission on Higher Education
DBP:	Development Bank of the Philippines
DepEd:	Department of Education
DTI:	Department of Trade and Industry
GDP:	Gross Domestic Product
HED:	Higher Education for Development
ICT:	Information and Communication Technologies
IM:	Instant Messaging
IPM:	Integrated Pest Management
LGU:	Local Government Unit
MILF:	Moro Islamic Liberation Front
MSME:	Micro, Small and medium-sized enterprises
MOU:	Memorandum of Understanding
NGO:	Non-Governmental Organizations
OSY:	Out of School Youth
PATC:	Philippine Agricultural Training Council
PTC-RD:	Philippine Training Centers for Rural Development
POC:	Point of Contact
RFA:	Request for Application
RFP:	Request for Proposal
SCC:	Southern Christian College
SME:	Small and medium-sized enterprises
SMS:	Short message service
STRYDE:	Strengthening Rural Youth Development through Enterprise
TESDA:	Technical Education and Skills Development Authority
UH:	University of Hawaii
UPLOAD JOBS:	University Partnership Linking Out of School Youth to Agri- Entrepreneurship and Development to Promote Job Opportunities and Business Scale-Up for Mindanao
USAID:	United States Agency for International Development

## **Introduction**

In 2011, the University of Hawaii - Manoa and Southern Christian College (SCC) in Midsayap, Philippines submitted an application to Higher Education for Development (HED) for the UPLOAD JOBS for Mindanao collaborative project. The goal of the funded project was to enhance the livelihoods of out-of-school youth and farming communities in Central Mindanao through training and capacity building<sup>1</sup> of educators and participants of the agricultural entrepreneurship extension program at SCC. Specifically, the project proposed to:

1. Sustainably increase the institutional and human capacity of Southern Christian College (SCC) in rural workforce development through extension program in agricultural entrepreneurship contributing to the region's agricultural economic development and social prosperity.
2. Sustainably improve livelihood and increase incomes for rural out-of-school youth (OSY)<sup>2</sup> by providing training in workforce development, deployment in entrepreneurial agriculture extension services.

To date, the project reports accomplishments in capacity building through international conference attendance (4), paper and poster /presentations (20), and SCC faculty train-mentor-coach sessions (17). Partners also developed capacity to conduct market research, extension training in agri-entrepreneurship, and management of a USAID-funded initiative. Furthermore, partners trained 202 OSY students in a total of four student cohorts. These cohorts participated in agri-entrepreneurship trainings in training venues located in the provinces of Cotabato and

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<sup>1</sup> USAID indicators to measure contributions toward strategic objectives.

<sup>2</sup> Out-of-school youth include young adults between 15 to 24 years of age. OSY in this project are those small-scale, private rural agricultural workers with some primary level education and have possibly acquired some technical skills, prior experience, certification or education and are ready to acquire new entrepreneurial skills.

Sultan Kudarat. Approximately 52 percent (104) of these OSY obtained an agri-entrepreneurship certificate and 47 business plans were completed. Stakeholder linkages have resulted in 11 Memorandums of Understanding (MoUs), as well as support from TESDA, DTI, and ATI.

The stated objectives of the JOBS for Mindanao higher education partnership were to:

1. Establish a well-functioning CAFE.
2. Establish a sustainable network and partnership.
3. Enhance and develop program curricula and extension/outreach modules.
4. Enhance SCC's human capacity for training and workshop delivery.

With safety concerns due to the continued tension and firefights between the Moro Islamic Liberation Front (MILF) and the Bangsamoro Islamic Freedom Fighters (BIFF) in the Central Mindanao region in the Philippines, the evaluation methodology was adapted to administer data collection from Manila, Philippines. Additional project staff and stakeholders with the University of Hawaii – Manoa were interviewed via Skype and phone, allowing for data collection that complemented and extended the onsite fieldwork in Manila.

A mixed methods approach was adopted for the evaluation methodology. The methods included the development of a case study using the HED evaluation framework, a retrospective cohort study approach, participant observation, member checking, and virtual techniques. A total of 21 stakeholders representative of the University of Hawaii – Manoa, Southern Christian College and USAID participated in the interview process. An additional 10 OSY representative of Cohorts 1-4 participated in the focus group discussion sessions.

Due to ongoing local security concerns and US State Department travel warnings for the region, the implementers of the UPLOAD JOBS project were required to exercise flexibility in delivering capacity building and training activities. Despite the challenges posed by working in a conflict area, the partners were able to develop relationships with the local barangay<sup>3</sup> officials to maintain accurate and timely communication.

Overall, evaluation findings support UPLOAD JOBS project accomplishments in measuring contributions towards strategic objectives by using USAID standard indicators, in addition to the enhancement of SCC's institutional and human capacity in developing entrepreneurship training and workshop delivery to better serve Midsayap and the surrounding region of Central Mindanao.

The efficiency of management processes and systems was both consistent and timely, aided in large part by virtual communication tools. The UH team maintained such engagements throughout the project, embedding the importance of adhering to program objectives in every activity carried out. Communication styles and differences between the American and Filipino stakeholders were cited as occasional challenges, yet were overcome by the camaraderie nurtured among the UH and SCC team members committed to delivering the project. Patience and tact were skills regularly employed to ensure a smooth workflow during the UPLOAD JOBS project.

Additionally, data drawn from the external evaluation suggests that program design was generally relevant to the overall intervention context and was in alignment with national and

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<sup>3</sup> A “barangay” is a Filipino term which refers to a municipal district, and is one the smallest administrative division in the Philippines.



local priorities. Cultural sensitivities were addressed and project adjustments were made as needed. Although there was limited impact on the financial well-being of the OSY, there was a general consensus of an equally valuable positive impact on their livelihoods as it related to their ability to return to education or to contribute to the welfare of their families.

The effectiveness of program implementation was evidenced in human and institutional capacity advancements consistent with the UPLOAD JOBS goals and objectives, as well as beyond the scope of the project. The achievement of projected outputs and outcomes were varied, and numerous factors were cited as contributing variables, inclusive of the ongoing conflict situation in Mindanao. Fidelity to project design was highly valued, yet flexibility existed in response to evolving needs and interests of the project beneficiaries.

The perceived impact of the program's intervention was that it was largely successful, albeit for different reasons depending on the stakeholder perspective it is taken from. The out-of-school youth who participated in trainings repeatedly expressed thanks that they were able to acquire skill that would have otherwise been impossible to obtain, including how to start and manage a small business, how to conduct quality assurance procedures for the products they produced, as well as implementing market research to help improve their businesses. The youth believed that what they learned during UPLOAD JOBS will help them in the years to come, and the benefits will be felt even by their immediate family members. The participants from the University of Hawaii – Manoa felt that they were able to gain invaluable expertise related to the challenges of and the need to adapt content and schedules for agri-entrepreneurship education delivery in conflict contexts such as Mindanao. Furthermore, the professional relationships that UH cemented with faculty and staff from Southern Christian

College have paved the way for academic collaborations above and beyond the UPLOAD JOBS project implementation – an unintended result that will extend the project’s lasting effects while at the same time cementing UH’s ability to helm projects in the region. The SCC stakeholders placed the most value in the capacity building opportunities made possible through their project participation. From improvement in their own operational procedures, particularly related to external communications, to the professional capacity gains made through the mentoring relationships developed with UH faculty and staff members, SCC’s perceived project impact was bolstered by the extent to which they were empowered to become project leaders in their own right.

The potential for program sustainability is rooted in the ongoing support and training of entrepreneurs and small business owners throughout their business lifecycle. Inevitably, the development of the OSY’s micro enterprises and the related financial successes thereof will help sustain the UPLOAD JOBS program since the OSY’s ability to generate an income will mean they can reinvest part of the monies earned into usage of the CAFE to further grow their business. However, a major challenge of this potential program sustainability factor is that the evaluation found that only a handful of the OSY’s businesses remained in operation at the time of fieldwork. Because of this, their ability to pay to travel to the CAFE site or to pay even small fees to access tools and services offered at the CAFE are significantly constrained. There is a need to address the OSY’s economic barriers to accessing the CAFE on an ongoing basis if this is to become the center of program sustainability. Another mechanism which can impede or strengthen the potential for program sustainability is the CAFE’s leadership and management. The evaluators found that somewhat disjointed support of the CAFE among some leaders at

SCC could have a negative impact on the use of the CAFE as a focal point for program sustainability. This is because there remains a significant amount of effort to be expended in order to foreground the CAFE as the center of activity for UPLOAD JOBS once USAID funding has ceased, in large part due to the need to embed the place as a valuable and worthwhile extension of the UPLOAD JOBS project in the minds of all stakeholders. In the absence of successful repositioning of the CAFE in this manner, the potential for program sustainability will remain in peril.

Overall, project leadership and relationship-building, both on behalf of the University of Hawaii-Manao and Southern Christian College, were pivotal factors in the overall efficiency, effectiveness, and relevance of the intervention. UPLOAD JOBS was driven by a results-based management system, and the project partners continuously adapted the program activities and interventions for the local context and security concerns in Mindanao. Program fidelity was well-maintained with OSY developing both entrepreneurial skills and agricultural technical knowledge, however the business focus shifted from agricultural production and processing as initially proposed in the RFA to start-ups using and adapting agricultural products for various markets.

For OSY, the impact of the program intervention had minimal direct impact on improving their livelihoods, as many of the OSY participants had no jobs and their businesses had ceased to operate. However, the program intervention did demonstrate a significant impact applies on the OSY's personal development and confidence building. Overall, the program intervention positively contributed to both human and institutional capacity building

at Southern Christian College, however the potential for program sustainability remains in question.

In the pages that follow, this evaluation examines and synthesizes the data studied and collected to generate knowledge about how higher education partnerships can contribute to the promotion of entrepreneurship and workforce skills development among out-of-school youth.

### **Literature Review**

In this section, we present an overview and synthesis of research, case study examples, and guidelines for best practices in entrepreneurship education are presented. Additionally, an overview of some of the current political, cultural and social aspects of education in the Philippines is provided.

### **Defining Entrepreneurship Education**

Given that entrepreneurship education was one of the main activities carried out during this partnership, it is important to understand how this term is commonly understood in an international context. One perspective on entrepreneurship education from the World Bank encompasses the diversity of approaches and people who might participate in this type of education:

Taken as a whole, EET [entrepreneurship education and training] represents both academic education and formal training interventions that share the broad objective of providing individuals with the entrepreneurial mindsets and skills to support participation and performance in a range of entrepreneurial activities. [...] Beneficiaries

include both potential and practicing entrepreneurs who are traditional students enrolled in degree programs, early school leavers, adult learners, individuals with doctoral degrees, minority groups, women, and rural as well as urban populations. (Valerio, Parton & Robb, 2014, pp1-2).

Other authors on the topic have found that “entrepreneurship education can help promote an entrepreneurial and innovative culture by changing mindsets and providing the necessary skills,” (Vyakarnam, 2009, p. 18). The emphasis on creating opportunities to provide skills towards a pathway of participation in income-generating activities was operationalized during the UPLOAD JOBS intervention in Mindanao for similar purposes. Attention will now turn to the context in which entrepreneurship education was enacted.

### **Local Context**

More than 40 years of religious conflict in the Mindanao region has created significant challenges for its development. However, in the past 12 months, peace talks have ramped up and in 2010 a regional strategic framework was developed, encouraging “aspiration for peace” as the “foundation for growth” in Mindanao (Aquino III, 2010). Assisting to bolster this potential for growth in recent years, Mindanao is also the recipient of international aid from multiple governments, including Australia, who committed almost AUD\$2m in 2013 (ABC News 24, 2013).

Entrepreneurship is seen as a key driver to the overall economic growth and development of the Philippines and as a way to help overcome challenges of unemployment (World Bank, 2014). The government has cited agricultural resources as one of the country’s greatest assets, with Mindanao as the “...biggest contributor to the country’s total agricultural

output,” (NEDA, 2010). The promotion of entrepreneurship and agri-industrialization has also been promoted as a key factor for employment generation in Mindano (ibid).

More than 90 percent of the businesses in the country are micro, small, or medium enterprises (MSMEs), and these businesses provide more than 50 percent of employment in the region (Senate of the Philippines, 2015). Most Filipino entrepreneurs are affiliated with a small or medium sized enterprise (SME). Further, in the Philippines, equal rights are recognized regardless of one’s gender: As evidenced by the Magna Carta of Women, women hold significant leadership positions in national and local government, universities, business corporations and family business enterprises in the Philippines and 51% of entrepreneurs in Philippines are female (International Entrepreneurship, n.d.).

### **Current State of Education and the Role of Government**

Until the recent “General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies” policy was passed in 2013, the basic curriculum administered within the Philippines education system from K- 12 was aligned to the traditional core competencies of Maths, Science, English and Filipino. The new policy has paved the way for social and natural competencies though critical, analytical and creative thinking. In higher education, examples of entrepreneurship programs date back to at least the early 1980s when the De La Salle University offered a bachelor’s degree in entrepreneurship in 1983 and then a Master of Science in Entrepreneurship in 2003. In 1999, the Asian Institute of Management offered a master’s degree in entrepreneurship which ran for nine years until 2008. In 2013, the Commission on Higher Education (CHED), adopted *Enhanced Policy and Guidelines on Student Affairs and Services* which set out a section on Economic Enterprise Development referring to

services that would cater, but are not limited to, the economic needs of students, including entrepreneurial and income generating activities (CHED, 2013).

Despite the implementation of policies, projects and programs related to entrepreneurship education in the Philippines, the reach of such interventions is not often felt strongly in places that are considered rural and largely distant from the capital of Manila; Mindanao is one such region. Since the early 1970s, Mindanao has been a locale where “...armed groups including Muslim separatists, communists, clan militias and criminal groups...” (BBC, 2012) have all contributed to ongoing instability. Because Mindanao has a number of people who practice the Muslim faith in a country where the majority of people are Christian, religious differences have been the source of much of this conflict.

Additionally, high levels of social exclusion contribute to the discontent that fuels the ongoing conflict. Many in Mindanao are economically marginalized, with fewer opportunities to pursue career pathways that might help break the cycle of poverty. The most recent attempt at peace between armed groups in the region was a pact signed in March 2014 (Francisco & Mogato, 2014). However, this pact unraveled in February 2015 when the Philippines government sent troops to the region to rout out one of the main opposition armies (personal communication, 2015). Though the government has made numerous attempts to establish lasting peace with leaders from the region, such agreements repeatedly fail, resulting in loss of life and discontinuities in education for youth in the region.

When conflicts between local armies and the government erupt, thousands of children are unable to attend classes on a regular basis (UNICEF, 2014). Furthermore, schools are often transformed into evacuation centers so that locals might seek shelter from the fighting.

Compounding children's ability to attend school is that typhoons can strike, causing catastrophic damage that takes months for schools and families to recover from. Such conditions has hastened the increase in the number of out-of-school youth in Mindanao. Non-governmental organizations and government agencies often struggle to sustainably maintain education services under such circumstances. Accordingly, when interventions are designed in Manila for contexts similar to Manila, the realization of such initiatives often has drastically different outcomes in places that face challenges like what is seen in Mindanao. One-size-fits-all approaches to entrepreneurship education therefore are likely to fail unless appropriately adapted for this context.

Since the merger of the Bureau of Agricultural Extension (BAEx), the Philippine Agricultural Training Council (PATC) and the Philippine Training Centers for Rural Development (PTC-RD) in 1987, the establishment of the Agricultural Training Institute (ATI) has occurred. The Philippines' ATI is responsible for:

1. Training agricultural extension workers and their clientele.
2. Conducting multi-level training programs to promote and accelerate rural development.
3. Ensuring that research results are communicated to farmers through appropriate activities.

The ATI focuses on several major activity areas including training, extension programs, planning and policy, knowledge management and partnerships. It currently has 16 Regional Training Centers all over the country and one International Training Center on Pig Husbandry (ATI, 2014). Its current mandates include:



1. Leading the formulation of the national Agriculture and Fisheries Extension (AFE) agenda and budget.
2. Preparing the integrated plan for publicly-funded training programs in agriculture and fisheries.
3. Formulation and issuance of guidelines in planning, implementing, monitoring and evaluating AFE programs.
4. Assisting, in coordination with state universities and colleges, the local government units extension system by improving their effectiveness and efficiency through capability building and complementary extension activities such as technical assistance, training of LGU personnel, improvement of physical facilities, extension cum research and information support services.

The UPLOAD JOBS partnership stakeholders also frequently work with DTI, the Department of Trade and Industry, and TESDA (Technical Education and Skills Development Authority). Outside of more formal learning environments, there has been a shift towards entrepreneurship education for rural workers with the government recognizing the importance of agricultural farming or agri-business as critical to sustainable growth. This has sparked a new wave of programs that target rural-based entrepreneurs including Abot Alam (DepEd, 2014) an initiative launched with multiple government agencies, including TESDA, and the Family Rural School (Gayo, 2013).

Specifically in Mindanao, it is well recognized that conflict within the region has had a detrimental impact on education, with funds being reallocated away from resources and infrastructure into efforts to overcome the impact of continuing struggle. To this end, the

country's National Economic Development Authority has implanted a strategic framework to accelerate inclusive growth and reduce poverty. A peaceful and socially inclusive Mindanao is envisioned by 2020, with a strong, sustainable, competitive, ICT-driven, agri-industrial, and resource-based economy that is responsive to local and global opportunities. Investment in education is seen as key to achieving these outcomes (Senate of the Philippines, 2015).

Perhaps with the ability to have most transformative impact, the pending passage of the Youth Entrepreneurship Act of 2014 is being championed by Senator Cynthia Aguilar Villar to form part of the government legislation. The successful adoption of this policy would see entrepreneur education inserted in the Philippines national high school curriculum. Key points of the Act include the implementation of enterprise incubation laboratories and creative spaces in schools and communities in coordination with eligible entities. Senator Villar states that the bill will provide information on the availability of government assistance and other training programs and possible entrepreneurial and financial ventures to the youth, through the use of website and other forms of communications (*ibid*).

With two-thirds of the country's population living in agricultural areas, Senator Villar has called on the youth to consider agri-entrepreneurship as a path towards livelihood. While approximately 20 percent of the gross domestic product (GDP) and 30 percent of total employment is accounted for by the sector, its contribution could increase to 40 percent of GDP and 60 percent of total employment if the related agri-suppliers and agro-processing sector are included (Senate of the Philippines, 2015). This helps illustrate the belief that technological innovation and an entrepreneurial mindset can also propel the agriculture sector to greater height in the Philippines (Torrevillas, 2014).

Additionally, in support of the national government's agenda to alleviate poverty via employment and income generation, the Development Bank of the Philippines has launched the One Income One Product program which will encourage entrepreneurship in the countryside using locally available raw materials and inherent human resources, skills and talents, thus, spurring economic activity (Business Diary, 2014).

With the current and future proposed policies strongly supporting entrepreneurship education, strategic partnerships with government at the local and national level should be considered to foster the sustainable development of agri-business focused programs. The importance of early-stage entrepreneurship education intervention is key to the growth and development of the country as a whole.

### **Entrepreneurship Education and Curriculum**

In their research paper on the Philippines, *Entrepreneurship Curriculum Framework Development for Global Competitiveness*, Gatchalian and Lopez (2013) found that:

Entrepreneurship in higher education offers practical application of knowledge through opportunity identification, prototype development, some methodical and systems process, which are largely organic in nature because it is output and results oriented. It is also an activity of self-fulfillment where one can claim ownership to the very output one has produced or built. (p. 96).

Therefore the delivery of practical and hands-on skills coupled with theoretical knowledge will require differentiated teaching methods including “mentoring skills, insightfulness and sensitivity,” (Gatchalian & Lopez, 2013, p. 96). The authors go on to suggest that this is particularly true when instructing and guiding the digital generation:

“Likewise, it requires specific methods of teaching, new academic standards that suggest developing entrepreneurial competencies and thinking process that makes entrepreneurs. It is a program that requires a support system and an enabling environment, which are all aimed at increasing the likelihood of success among startup businesses.” (ibid).

This highlights the need for flexible and dynamic training methods which stretch beyond ‘pens and textbooks’ to ensure practical outcomes where students are able to realize the tangible benefits that will come from their training. In short, they should be able to link the theory to the practical, and apply it to real life situations.

CHED recently integrated entrepreneurship education in higher education under the Republic Act No. 7722 Memorandum Order No. 17. The Act contains the standards of development, thrusts and compliance requirements in Policies, Standards, and Guidelines for Bachelor of Science in Entrepreneurship. The basic learning outcomes it requires schools and universities to develop are:

- a) “entrepreneurs who are motivated and knowledgeable in identifying opportunities;
- b) developing and preparing business plans; and
- c) accomplish requirements in actually starting and managing a business and as future employers.” (Lopez, 2012; CHED, 2005).

When considering the success of the Act, Gatchalian and Lopez (2013) cite the following guidelines which include enabling features, structures or infrastructures such as:

hiring of competent educators;

- a) inclusion or availability of a good teaching model that works;

- b) a teaching guide that would help both educators and practitioners, in teaching entrepreneurship as a subject in the tertiary level;
- c) program for faculty training and development as part of resource and competency building or strengthening;
- d) availability or development of own teaching and learning resource materials;
- e) business incubation structure and laboratory facilities; and
- f) institutional support to welcome and build on the new pedagogy for this non-traditional course, as the administration refine and find its program niche in entrepreneurship. (p. 98).

This puts a lot of the onus on institutions to provide the right kind of resources and also to recruit competent and skilled teachers. Likewise, schools under the government's jurisdiction are also allowed, according to its defined specialization, to devise enhanced program and outcomes depending on their own mission, vision, and thrusts. The entrepreneurship program and its courses are constantly evolving depending on the level and extent to where the stakeholders are willing bring it. To be effective, its management has to be as dynamic as the course itself (Gatchalian & Lopez, 2013).

One of the key challenges when developing entrepreneurship training programs is the development of localized content. Agri-business programs should be considered as sources of agri-entrepreneurial curriculum content, and institutions should work to ensure that this content complements and integrates into existing business entrepreneurship content. Successful entrepreneurship curricula would have the tools in place for students to better

understand how to maneuver through the business start-up process in addition to providing a focus on how students can be free thinking, analytical and risk taking (Parcell & Sykuta, 2005).

A key to success of the educational curriculum for entrepreneurs is to ensure that beyond theoretical content, youth are provided with skills that will increase their chances of gaining long-term employment. For example, practical skills gained through entrepreneurship education might include bookkeeping or knowledge about how to design a business plan. Other vital soft skills to be gained through such education could include setting realistic expectations, building a network, and encouraging and managing failure.

Much hype has been placed on the role of entrepreneurship in poverty alleviation. However, it is important to ensure that it is not seen as the panacea to unemployment. It has been documented that globally the number of startups that fail is close to one in ten. While Silicon Valley promotes a ‘fail fast, fail often’ culture, the implications of failure in less developed markets is often far more detrimental. In order to minimize risk, it is essential that the focus of developing entrepreneur education is not done on a sectional basis. Rather, it must be looked at as an end-to-end process that moves from education, to finance, partnerships to customers, failure to success. The importance of students creating a business ecosystem before ‘hitting the ground’ is key and education about the pitfalls as well as the promise must form part of the standard curriculum.

### **Youth and Entrepreneurship in the Philippines**

A number of government policies and initiatives in the Philippines target youth as the intended beneficiaries (Canlas & Pardalis, 2009), including those related to entrepreneurship education. This is because more than half of all youth aged 15-34 are unemployed (Habito,

2009) and youth constitute a large portion of the Filipino population (Criselda, 2013). Nevertheless, similar to what is seen globally, opportunities for youth to participate in entrepreneurship are relatively limited and the experience of delivering such education is also challenging given barriers like the absence of mechanisms whereby youth can readily access startup capital, the negative attitudes of youth towards their prospects of success, and the inability of youth to develop a strong business plan despite gaining knowledge and skills in entrepreneurship (Butler, Taggart & Chervin, 2012). Based on past interventions, data suggests that an inclination to pursue entrepreneurship is also not readily found among Filipino youth and is hard to develop in part due to the bias towards formal education participation (Aldaba & Sescon, 2009). All of these factors combined present challenging circumstances in which entrepreneurship education focused on youth must occur. But in Mindanao, a region of ongoing conflict in the Philippines, such circumstances are further complicated.

### **Education Delivery in Conflict Regions**

With challenges around education delivery in conflict areas being a concern, two possible strategies have been identified: decentralization and technology (Burde, 2004; Morpeth & Creed, 2010). Decentralization entails the transfer of responsibility for planning, management and resources from a central government and to local authorities and is seen as a way of increasing the accountability of governments to their citizens, and in improving transparency of government decisions. This is particularly relevant for social services such as education which is inherently local in its delivery. Technology provides alternative and personalized access to learning and information at a distance, which could enable continuity in education opportunity delivery.

## **Models for Sustainability**

As with many educational programs, challenges around the sustainability can often impede their development and implementation. Some of the common challenges cited are a lack of integration within the national curriculum, a lack of financing, limited community support, limited expertise from academic staff, and limited or no support from governments and policy makers.

Some examples of delivery models can be identified that show promise for replication with the caveat that curriculum amendments be made in order to localize and contextualize the content. A review of several instances of innovative but differing education delivery models that have shown long-term success in both a local or global context follows in this passage. It is intended that these models will provide a guide to assist HED when reviewing the long-term plans for UPLOAD JOBS for Mindanao.

Leveraging the Philippines' vast uptake of mobile technology, Text2Teach launched in 2003 using an ICT-based solution to support education improvements, adopting a model of innovation with strong community support. The relevance of the model for UPLOAD JOBS, and within the national context and hopeful passage of the Youth Entrepreneurship Act 2014, is that it provides a link between an existing delivery channel within Filipino schools to deliver future content that would be developed should the Act become legislation. Learnings from the project also include a strong sustainability model for the ongoing scale of the service and the ability to reach rural classrooms.

The project provides select schools with an ICT package that permit teachers to screen videos which had been previously downloaded on a mobile phone. The strength of the public-



private partnerships, close cooperation with local decision-makers and the easy-to-use technologies have contributed to the overall positive impacts of the project. Such impacts include lower drop-out and absenteeism rates, improved performances at national assessments, and increased motivation. Although not exclusively focused on rural areas, Text2Teach manages to support rural schools in an efficient and sustainable manner.

In order to guarantee the success and sustainability of the project, Text2Teach adopted a local inclusion approach and developed a cost-sharing arrangement scheme. This scheme seeks to enhance community ownership through financial contribution by the local DepEd offices and the Local Government Units<sup>4</sup>. For this purpose, visits to the regional DepEd offices were organized in order to explain the educational benefits of the project. These DepEd offices in turn acted as local advocates and supported the Text2Teach proposals which were shared with the LGUs. The collaboration with these LGUs remains crucial for the success of the project, as they provide material and financial support to the schools in their respective areas.

Another example of an agri-entrepreneurship model in Asia comes from India. Again highlighting the necessity of solid partnerships, CropLife International, CropLife Asia and CropLife India partnered with two local organizations in the Adoni region of Andhra Pradesh. Their 'Shared Responsibility' model of sustainability uses a combination of Master Trainers, Local Implementers, Project Supporters and Evaluators to effectively provide training on Integrated Pest Management (IPM) as well as responsible use and secure storage of crop protection products. Over a four-year period, 45 Master Trainers directly trained 20,000

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<sup>4</sup> The Philippines started a process of decentralization in 1991. Local Government Units are composed of an executive, legislative and judiciary branches as well as an assembly. They enjoy to a certain extent local autonomy, e.g. they can to decide to finance school projects.

farmers. These farmers in turn trained an additional 81,000 farmers; a total of 101,000 farmers were trained during the course of the project, covering 696 training groups in 142 villages.

Preliminary findings in Adoni have demonstrated that the training model is effective, and that local partnerships are vital to its successful implementation. The key measure of success for this model is farmer retention. Farmers have not only gained new knowledge and improved their practices, but are retaining and reinforcing what they have learned years after completing their training. Retention is achieved by reaching farmers in the field, at home and during their leisure time so that messages resonate throughout their daily routines. Farmer-to-farmer training then empowers farmers to gain an even deeper understanding of the subject matter by becoming educators themselves. This continues over time, spreading messages through the community and increasing the numbers reached (CropLife, n.d.).

The relevance of this training model for UPLOAD JOBS Mindanao is that it leverages the agri-workers themselves to provide community-based training. This could be replicated by using those students who have been trained within the UPLOAD JOBS program to then disseminate their learnings via their own local community workshops. In this way, these students would become the ‘Master Trainers’ and grow the network of peer-to-peer trainers in a manner that could help achieve scale.

TechnoServe and the MasterCard Foundation have partnered to provide the Strengthening Rural Youth Development through Enterprise (STRYDE) program in East Africa, a region with demographic and socioeconomic similarities to the Philippines. STRYDE delivers a comprehensive package of services including skills training, business development and mentoring to young people ages 18 to 30 in Kenya, Rwanda, and Uganda. Participants in the

program take part in a three-month (80-hour) training program to develop life, entrepreneurship and career skills, followed by a nine-month follow-up program that includes business mentorship, employment and financial institution linkages. Participants also have the opportunity to apply their skills in experiential business exercises and to take part in program-sponsored business plan competitions. The knowledge that the young women and men gain from STRYDE helps them identify the best economic opportunities for their skills and interests.

A total of 7,105 young women and men have successfully graduated from the STRYDE program. The majority of STRYDE alumni are engaged in gainful employment. In Kenya, out of the 2,759 beneficiaries that have completed training, 54 percent are currently running micro- and small enterprises, 17 percent have found wage employment and 16 percent are in school. In Uganda, out of the 1,692 beneficiaries who took part in the first two cohorts, 79 percent are running micro and small enterprises, 12 percent are in employment and two percent are in school. UPLOAD JOBS Mindanao can consider the comprehensive end-to-end support provided by the STRYDE project to help ensure that the in-class learning outcomes are relevant upon successful completion and that the transition into employment is part of the package (Winter, 2013).

The review of academic research and entrepreneurship programs highlights the need for education to be an end-to-end process for maximum sustainability and impact. Following the curriculum and teaching methodologies ensures that the learning outcomes are the result of creative and innovative youth who are able to think critically and independently. The review of real-life case studies highlights the need for ongoing education and support outside of the classroom. With the current government advocating the importance of entrepreneurship in the

Philippines, along with the recent support of the DBP and proposed policy changes, the environment in the country is one with an aim towards enabling entrepreneurship among youth. It is clear that multi-stakeholder partnerships are at the center of success for such programs. It is recommended that engagement with the many relevant institutions, organizations and government bodies be leveraged in order to share learnings, resources and best practices.

### **Evaluation Methodology**

With safety concerns due to the continued tension and firefights between the Moro Islamic Liberation Front (MILF) and the Bangsamoro Islamic Freedom Fighters (BIFF) in the Central Mindanao region in the Philippines, the evaluation methodology was adapted to administer data collection from Manila, Philippines. Project partners and participants (OSY) met for a two-day workshop and trainers' summit on February 19-20, 2015 in Manila; the capital proved to be a suitable and safe site for project stakeholders. As such, the external evaluators requested and received approval from HED for the appropriate travel funds to ensure access to the UPLOAD JOBS stakeholders, and prioritized the stakeholders who would travel to Manila in partnership with the UH project director and coordinator. Cost estimates were provided and broken down into two categories: *basic* and *preferred* data collection methods. Additional stakeholder interviews were conducted with the UH project director and coordinator in Manila as well. Additional project staff and stakeholders from the University of Hawaii – Manoa were interviewed via Skype and phone after the Philippines-based fieldwork, enabling complementary data collection to the onsite evaluation work conducted in Manila.

## **Study Overview**

The following section details the elements of the study design, namely the multiple, mixed methods used to provide a holistic evaluation approach: case study using HED evaluation framework, a retrospective cohort study approach, participant observation, member checking, and virtual interviewing techniques. The data collection methods and management section details the selection and sampling techniques, construction of the interview protocol and focus group questionnaire, and the management of the data collection process. Additional information is provided regarding the logistics and stakeholder management process that was required of the external evaluators in order to effectively conduct the fieldwork offsite in Manila, rather than in the Central Mindanao region, due to the ongoing conflict and US State Department travel warning in place at the time of the evaluation.

## **Study Design**

Standards of qualitative research were employed in conducting this project. The University of Hawaii - Manoa and Southern Christian College assisted with scheduling interviews, arranging facility space, and facilitating communication with SCC stakeholders. The interview protocol and focus group questionnaire was constructed to capture data relevant to HED's evaluation needs. However, it was also generated to reflect the goals and objectives of training OSY in the Central Mindanao region as well as to build the capacity of SCC stakeholders. Previous instruments developed by Fellner and Sofianos (2014) for a HED evaluation of a JOBS project in Barbados served as a framework of adaptation. This is discussed

in greater detail further in this report and the completed focus group questionnaire and interview schedules are provided in their entirety in the Appendix.

**Case study using HED evaluation framework.** Using a case study approach as the primary research strategy, the external evaluation centered on an up-close, in-depth, and detailed examination of the UPLOAD JOBS project, inclusive of its related contextual conditions. The case study evaluation method relied on multiple sources of evidence (e.g. desk review, in-person and virtual interviews). The method also benefitted from the prior development of theoretical propositions in entrepreneurial education and curriculum. The external evaluators integrated the sub-criteria (management systems, decision-making processes, contextualization, logic, results, outcome level results, expansive effects, and program effects), guiding questions to examine the sub-criteria further, and the category coding schema of the HED evaluation framework to construct the tools and execution of the stakeholder data collection. Furthermore, this evaluation framework served as the guide for the presentation and discussion of findings. All sources of data, inclusive of document review, stakeholder interviews, focus groups sessions, and participant observation were utilized to examine the efficiency, relevance, effectiveness, impact, and sustainability of the UPLOAD JOBS project.

**Retrospective cohort study approach (historic cohort study).** This methodology was recommended given the uncertainty of reaching OSY due to the fieldwork being conducted offsite and outside of the Central Mindanao region. The external evaluators collected data from past records and open sources to establish two groups – trained OSY versus non-trained OSY. In the Retrospective Cohort Study, all the events – exposure (entrepreneurial training), latent period (duration of time after exposure), and subsequent outcome (business start-up) had already occurred in the past. The external evaluators collected the data during the desk review and fieldwork phases, and followed-up with OSY cohorts to supplement the retrospective study.

Often used in medical studies with patients who are already known to have a disease or condition (NEDARC, 2012), the retrospective cohort study allowed the external evaluators to obtain preliminary measures of association between the entrepreneurial short-term training and improvement of livelihoods, as well as to offer recommendations for future studies and interventions. The exposure and outcome information in the cohort study were identified retrospectively by using UPLOAD JOBS monitoring and evaluation reports and datasets, reviewing OSY progress, and conducting focus group sessions.

**Participant Observation.** Although not an original component of the proposed evaluation methodology for the external evaluation, this data collection method was added as a capacity building training observation. Leveraging the attendance of SCC stakeholders for the external evaluation, UH scheduled and delivered a DiSC Leadership Activity for non-OSY participants. This activity enabled one of the external evaluators, Dr. Fellner, to engage in Passive Participant Observation (one of five different types of Participant Observation) in a bystander role. In participant observation, a researcher's discipline-based interests and commitments shape which events he or she considers are important and relevant to the research inquiry (Emerson et al., 2001). The four stages that most participant observation research studies document are:

1. Establishing rapport or getting to know the people.
2. Immersing oneself in the field.
3. Recording data and observations.
4. Consolidating the information gathered. (Howell, 1972)

As a passive participant observer, the external evaluator had established rapport with both UH and SCC participants during the stakeholder interview process as well as through the sharing of meals over the course of the fieldwork, and had immersed oneself in the field by a thorough desk review of project documents prior to the fieldwork. The external evaluator then proceeded to recording data and observations of the DiSC Leadership Activity and later consolidated the information gathered as a component of the overall evaluation.

**Member Check.** Furthermore, the external evaluators added member checking as a validation strategy post-fieldwork to help improve the accuracy and credibility of the UPLOAD



JOB external evaluation. Member checks completed after a study are completed by sharing all of the findings with the participants involved. This allows participants to critically analyze the findings and comment on them. The participants either affirm that the summaries reflect their views, feelings, and experiences, or that they do not reflect these experiences. If the participants affirm the accuracy and completeness, then the study is said to have credibility. These member checks are not without fault, but serve to decrease the incidence of incorrect data and the incorrect interpretation of data. The overall goal of this process is to provide findings that are authentic, original and reliable (Creswell, 1994). According to Morse et al (2002), member checking is a good method to use when conducting participant observations, or any other form of qualitative research, because they increase data and research conclusion credibility and transferability.

Member checking was conducted in partnership with the UPLOAD JOBS UH Project Director and Project Coordinator by sharing the findings of the external evaluation. Both parties reviewed the findings and provided comments and areas of clarification, and in doing so, affirmed the accuracy and completeness of the study. Areas of clarification included that SCC was the mandated choice by USAID with whom UH was chosen to work; “non-essential” personnel were those not considered to be key personnel for program development and activities; rationale for business plan competition award amounts and the subsequent reduction(s); the delivery of the Cohort 4 training program in a mix of English and Tagalog; the target audience of the CAFE design extended beyond the OSY; occurrence of faculty trainer compensation issues internal to SCC; focus on training module content rather than “curriculum” was driven by the requirement for approval by the Filipino government for any new curriculum or curricular revisions; the

addition of a la carte modules for OSY who missed a module(s) from previous cohorts, and the promotion of using a local agricultural products as an input. Although the member checks were not without fault, it certainly served to decrease the incidence of incorrect data and the incorrect interpretation of data for the UPLOAD JOBS external evaluation. The overall goal of this evaluation method was accomplished, namely to provide findings that are authentic, original and reliable, thereby increasing the data and research conclusions credibility and transferability of the UPLOAD JOBS external evaluation as it applies to entrepreneurship training and business planning and development efforts for OSY and programming in conflict stricken regions.

**Virtual Interviewing.** A virtual interview is any form of interview that uses information and communication technologies (ICTs) such as email, discussion board, and real-time chat (Opdenakker, 2006). It is a specific form of virtual research that enables researchers to use the immediacy of the internet to access participants and gather data for qualitative research investigations. Virtual communication has become one of the main forms of human engagement and is used in the transmission and exchange of ideas, experience, and attitudes.

It follows that ICTs provide unique and inventive opportunities for qualitative researchers in terms of connecting with a geographically disparate group of participants. As such, virtual methodologies offer further practical benefits such as reduced costs related to transportation, site selection, and participant recruitment. Much of these costs are mitigated as recruitment is negotiated through email or telephone, which in turn makes apparent reduced travel and venue costs.

Clarke (2000) categorizes the benefits of online qualitative research as 'communication facilitation' and 'practical and economic'. In regards to communication facilitation, online

methodologies provide a means of overcoming, but not removing, barriers of time zones and geography. Participants from various time zones and regions can participate with minimal barriers to their participation. Other benefits include the documentation of communication through technology, active participation and engagement across a variety of modes (voice to video to text), the possibility of authenticity and honesty in information exchanges (interviews and focus groups), and critical review of submissions prior to posting (if the exchanges are asynchronous). Further benefits include online data storage and archiving (recorded interviews, focus group observations, etc.), and ease of publishing and updating results online.

With virtual methodologies, however, there are significant limitations which must be addressed in the particular dynamics for each research project. Some of these limitations might be classified as 'technological,' 'missing cues,' and 'skewness'. Crichton and Kanash (2003) acknowledge the potential disruption of the non-receipt of messages, disjointed contributions, and the temporary nature of individual participation and online groups. In regards to virtual interviewing through online telephony services (e.g. Skype), the further potential exists for interruptions, missed meanings, and potentially disruptive disturbances all of which might negatively impact the interviewer/interviewee dynamic. Further, there is the removal of non-verbal behavior or sensory cues, such as appearance, facial expressions, posture, and hand gestures from both the interviewer and the interviewee. Some participants do not experience "being in", or being present, in the interview when it is held online as opposed to face to face. However, many of these limitations in virtual methodologies are inherently overcome as "little is left unquestioned in terms of specific data because it is necessary to ask for continual clarification from the participant throughout" the virtual interview (Bianco & Carr-Chellman,

2007). In short, the interviewer in virtual methodologies, precisely due to the absence of non-verbal cues, is forced to ask for clarification leaving less room for ambiguity in the data. Overall, many of these limitations can be overcome through the selection of an appropriate virtual methodology that looks to balance the data collection needs to establishing the authenticity of the interview experience.

Table 1

Summary of Differences between Face to Face and Virtual Methodologies  
(adapted from Bianco & Carr-Chellman, 2007)

Face to Face	Telephone, Internet Telephony, or Computer Mediated
Visibility of facial expressions	Absence of facial expressions and body language
Personal qualities of establishing rapport with the participant	Voice tone assistance in establishing rapport (telephone); absence of personal contact to aid in establishing relationship with participant(s). (text)
Communication is more natural to many people in conversation form	Conversational tones are possible (telephone); conversational tones are possible, but limited (text)
Travel time required	Travel time saved
Transcription costs incurred	Transcription costs incurred (telephone); Transcription costs saved (text)
Travel costs incurred	Costs may be low or non-existent
Ability to interview a limited number of respondents	Ability to interview many respondents including those abroad, disabled, elderly, housebound, or other segments of the population that might find it difficult to travel

The types of virtual interviews include structured, unstructured, and semi-structured interviews, in-depth interviews, focus groups, and group interviews. Each follows the same logic in terms of suitability of method for types of data collected (Turney & Pocknee, 2004). Internet-

mediated focus group discussions may use different media when compared to face-to-face focus groups, but it is the contention of the authors that they share all but one of the key features of a focus group outlined by Krueger (1994) and Morgan (1988). The six key characteristics identified by Krueger (1994) are: focus groups involve people; they are conducted in a series; participants are reasonably homogenous and unfamiliar with each other; there is a procedure for collecting data; the data is qualitative; and, they constitute a focused discussion.

The technological applications employed within a virtual methodology also inherently structure data collection. Further research has demonstrated that instant messaging applications and SMS prove useful in conducting virtual research, particularly with students (Hinchcliffe & Gavin, 2008). Internet telephony, commercially best represented by Skype, poses significant advantages for conducting virtual interviewing as well, particularly if the technological infrastructure exists to support video functionality. While Janghorban et al (2014) suggest a considered evaluation of Skype based on its capacity for executing a research methodology, they do approve its use for conducting online research of the sort conducted in this project. O'Connor and Madge (2003) go further in validating the appropriateness of Skype specifically for focus groups, a data collection method of this project.

### **Data collection methods and management**

The evaluation plan was aligned with HED's evaluation needs to gather data from UPLOAD JOBS project stakeholders and to assess the efficiency of external stakeholder engagement, relevance of external stakeholder engagement and the intervention content, effectiveness of the intervention, potential for lasting effects, and recommendations for partnership sustainability.

The evaluation methodology was a mixed methods approach, described by Johnson et al (2007) as the combination of elements of qualitative and quantitative methods (i.e. qualitative and quantitative data collection, analysis, and inference techniques) for the purpose of breadth and depth of project understanding and impact. The data collection plan consisted of stakeholder interviews and focus group sessions, conducted both onsite and through virtual interview techniques with remote stakeholders.

The data collection tools for both the virtual and face-to-face methodologies used for this research are provided in the Appendix, and include the following:

- Focus group questionnaire;
- Interview Schedule and Guide;
- Stakeholder lists;
- Consent and Participation Forms; and
- Resources Consulted.

Prior to relocating the fieldwork from Mindanao to Manila, the timeframe provided a 15-day window to travel and conduct field site visits. The window was considered sufficient time for the external evaluators to collaboratively collect data for both stakeholder interviews and OSY focus group sessions. However, upon shifting to conducting fieldwork to Manila due to the

conflict situation, the external evaluation timeframe shrunk to an 8-day window with only 3 days to interview 13 stakeholders and conduct 6 focus group sessions with OSY (See **Stakeholder Interview and Focus Group Schedule** for further reference). In order to accommodate the compressed timeframe, the external evaluators adapted the evaluation methodology consistent with the individual strengths of the team, with Ronda Zelezny-Green leading the OSY focus group data collection and Dr. Fellner leading the stakeholder interview data collection.

Although no additional funding obligation was needed from USAID to cover the contingency costs, HED's USAID/Philippines Associate Award could not accommodate any additional expenditures. Consequently, the external evaluators accepted responsibility for managing the off-site logistics and stakeholders travelling from Mindanao to Manila. Additional pre-fieldwork responsibilities included preparation and submission of an evaluation contingency budget detailing airfare, per diem, lodging, room rental, supplies, transportation, and interpretation service costs for the Philippines stakeholders. HED assumed the airfare, lodging, meals, room rental, supplies, and interpretation costs directly with the identified travel agent, hotel personnel, and the interpretation service provider. Dr. Fellner, in collaboration with HED, managed the monetary advance of the necessary per diem costs associated with contingency. Once onsite, Dr. Fellner managed the disbursement of funds (per diem, transportation reimbursement) among the stakeholders using local currency, in addition to the tracking and reporting of the receipt of funds to HED.

## Stakeholder Interviews

The interview protocol for the UPLOAD JOBS Project stakeholders was developed by Dr. Fellner and collaboratively adapted accordingly with Ronda Zelezny-Green to best meet the needs of Higher Education for Development (See **Appendix 1**). Furthermore, the instrument was adapted for interpreting purposes for stakeholders who were not fluent in English (See **Appendix 2**). Stakeholders answered questions regarding the efficiency of external stakeholder engagement, the relevance of external stakeholder engagement and the development intervention content, the effectiveness of the intervention, the likelihood of lasting effects, and recommendations for partnership sustainability.

UPLOAD JOBS stakeholders were identified through the desk review process and collaboratively with HED and University of Hawaii - Manoa. Stakeholders were categorized as tertiary institution stakeholders, specifically University of Hawaii - Manoa and Southern Christian College; Out-of-School Youth (OSY); USAID Philippines, and Higher Education for Development (HED).

Invitation letters were composed for each individual stakeholder detailing the day and time of their interview session. With the assistance of UH and SCC, stakeholders were contacted in advance of the fieldwork scheduled for May 15-17, 2015. UH stakeholders assisted in the scheduling of interviews with SCC stakeholders. The external evaluators conducted all the interview appointments with each stakeholder. Stakeholder interviews were scheduled for 90-minute blocks of time while onsite in Manila. All data was digitally recorded at the time of the interview, and interviewer notations were made as appropriate. Remote stakeholder interviews



with SCC and UH were also conducted using Skype and telephone upon return from the onsite fieldwork in Manila.

Prior to participation, stakeholders read a Participant Information Sheet prior to completing a Statement of Informed Consent (See **Appendices 4 and 5**). These statements informed stakeholders that their participation was voluntary, they could choose to leave at any time, and that they agreed to have the conversation digitally recorded. Stakeholders were assured that their conversations and identities would be kept confidential, and informed that the focus groups would center on their opinions of and experiences with the training events.

Stakeholder interviews were managed by the external evaluators. Dr. Fellner and Ms. Zelezny-Green transcribed all stakeholder interviews and recorded notes. Each external evaluator separately coded the stakeholder interview transcriptions using an open-ended coding scheme allowing for themes and trends in the data to surface. This was followed by a search for patterns in the coded data to categorize them by similarity (things happen the same way); difference (they happen in predictably different ways); frequency (they happen often or seldom); sequence (they happen in a certain order); correspondence (they happen in relation to other activities or events); and causation (one appears to cause another) (Saldana, 2009). Once completed, the evaluators compared coding for inter-rater reliability and integrated the coding schema into a comprehensive findings report.

### **Focus Groups**

Focus group protocol for the OSY was developed by Dr. Fellner and collaboratively adapted accordingly with Ronda Zelezny-Green to best meet the needs of Higher Education for Development. The questions were further adapted for interpreting purposes for stakeholders

who are not fluent in English, and the format was also adapted for a more presentation-friendly format for OSY (See **Appendix 3**). The OSY answered questions about JOBS Project awareness, motivation to participate in the intervention, the efficiency of external stakeholder engagement, relevance of external stakeholder engagement and the development intervention content, the effectiveness of the intervention, likelihood of lasting effects, and recommendations for partnership sustainability.

UPLOAD JOBS OSY (project participants) were identified through the desk review process and collaboratively with HED. OSY were categorized by cohort and the regional barangay they reside in. Invitation letters that detailed the day and time of their focus group session were composed for each individual OSY. With the assistance of UH and SCC, OSY were contacted in advance of the fieldwork scheduled for May 15-17, 2015. An interpreter fluent in Tagalog and Ilonggo was present for all OSY focus group sessions and worked alongside the external evaluator (Ronda Zelezny-Green) as an accommodation for the data collection. Focus group sessions were scheduled for 90-minute blocks of time and conducted onsite in Manila. All data was digitally recorded at the time of the focus group, and interviewer notations were made when necessary. Prior to participation, OSY read a Participant Information Sheet; they then completed a Statement of Informed Consent (See **Appendices 4 and 5**). These statements informed OSY that their participation was voluntary, they could choose to leave at any time, and that they agreed to have the conversation digitally recorded. OSY were assured that their conversations and identities would be kept confidential. They were also informed that the focus groups would center on their opinions of and experiences with the training events.

Focus groups discussions were managed by Ms. Zelezny-Green, who also transcribed all focus group sessions, recorded notes, and coded the transcriptions using the same open-ended coding scheme as the stakeholder interviews. Once completed, the evaluators integrated the coding schema with the stakeholder interviews into a comprehensive findings report.

### **Data Analysis**

The analytical framework and interpretation of findings plan is a content analysis approach for the data analysis. This involves a process of transcribing and coding the data, followed by the identification of emerging patterns and themes in the data. Once categorization was completed, the findings were interpreted according to their ability to provide both qualitative (attitudes, significant passages and anecdotal evidence) and quantitative (frequency of categorizations found in the data) evidence to evaluate the following:

- Efficiency of management processes and systems;
- Relevance of program design;
- Effectiveness of program implementation;
- Impact of program intervention; and
- Potential for program sustainability.

Content analysis was the suggested analytical method because it fits the material into a model of communication; since all the data generated from this research will be transcribed text, there is increased confidence that the data will be relatively uniform. This analysis type also makes it possible to systematically explore the data to extract patterns and themes as well as to develop relevant categories from the systematic analysis; this means that the categories that emerge are predictable. Finally, content analysis provides criteria of reliability

and validity which allows us to compare these results with other studies with some confidence (adapted from Mayring, 2000).

The potential weaknesses of content analysis were offset in this study by the different types of data being collected: desk research, stakeholder interviews, and focus groups. The patterns and themes emerging from one data point were triangulated across the other two data points leading to a more holistic set of findings.

### **Study Limitations**

The study focused on the perceptions of and experience with the UPLOAD JOBS for Mindanao partnership between the University of Hawaii - Manoa and Southern Christian College (SCC) in Midsayap, Cotabato. The study is restricted to the JOBS stakeholders as identified by Higher Education for Development (HED), University of Hawaii - Manoa, Southern Christian College (SCC), and the evaluation consultants. Further limitations of the study include:

1. The duration of the study was limited to the time period of February 1 – May 22, 2015.
2. Desk review materials were provided by HED although evaluation consultants also utilized open source and public domain content for data analysis.
3. Project progress reports were only be available through March 31, 2015 as the UPLOAD JOBS partnership will be active through June 30, 2015.
4. Onsite data collection was limited to three business days, May 15-17, 2015.
5. Stakeholder interview and focus group data only reflect those stakeholders available and willing to participate during the onsite data collection. Additional data collection gathered through the virtual methodology served to mitigate this limitation.

6. The OSY and barangay captain needed an interpreter. SCC trainers and staff had a good command of English. However, because English is still a second language for these stakeholders, some understanding of and communication with the evaluators may have been impeded.
7. Errors due to confounding and bias are more common in retrospective cohort studies than in prospective studies.
8. Participant observation of a group of people or an event is never going to be the full description. This is because recorded data is inevitably influenced by researchers' personal beliefs of what is relevant and important, and also plays out in the analysis of collected data.
9. Member checking relies on the assumption that there is a fixed truth of reality that can be accounted for by a researcher and confirmed by a respondent.
10. The external evaluation timeframe consisted of an eight-day window with only three days to interview 13 stakeholders and conduct six focus group sessions with the OSY.
11. Evaluation consultants for the UPLOAD JOBS Project were given a 14-day time period from the completion of fieldwork to transcribe and code stakeholder and focus group transcripts.
12. Evaluation consultants for the UPLOAD JOBS Project were given a 23-day threshold to complete all work.
13. The findings, conclusions, and implications of the study are limited to, and based upon, the analysis of the data obtained from the desk review, questionnaires and stakeholder interviews, and OSY focus groups.

## **Findings**

In order to be comprehensive in presenting study findings, the evaluation team linked the initial framework of human capacity building for out of school youth, faculty, institutional capacity building, and research initiatives to the performance objectives, project approaches, and project targets to fully assess the UPLOAD JOBS Project effectiveness and impact. Consequently, this Findings section focuses on the alignment of identified gaps in the development of entrepreneurship and those skills required in OSY in the Philippines with the original project concept, project targets and milestones for specified audiences. It also looks at the participants served (as detailed in the RFA) in comparison to the actual implementation and outcomes of project activities. Qualitative data gathered during the onsite fieldwork through stakeholder interviews, participant observation, and OSY focus group sessions is integrated to further contextualize the UPLOAD JOBS Project findings.

### **Efficiency of Management Processes and Systems**

This criterion in particular addressed the use of results-based management systems, partnership decision-making specifically as it related to program implementation, and the impact these processes had on efficient program implementation of the UPLOAD JOBS project. Of particular interest were areas of internal and external stakeholder and project beneficiary engagement, communication and relationships among project partners and stakeholders,

timeliness of project activities, project management (US partner institution, host country institution, and collaboratively), and overall program implementation.

### **Management Systems and Processes**

The management systems and processes during the UPLOAD JOBS project was characterized by a desire on the part of UH to be transparent, collaborative, and consistent in the approach to project implementation. The ability of UH to achieve these goals was heavily reliant on the quality and timeliness of communications, both virtually and face-to-face, with the project co-leaders among the SCC faculty and staff, especially as it relates to any engagements with the OSY. Overall, the evaluation showed that the management systems and processes adhered to by the University of Hawaii – Manoa, and shared with and adopted over time by Southern Christian College were critical to the project’s success.

***Outcome-driven framework.*** The data analysis suggests that project administration and award management was effective overall, particularly on the UH and SCC levels. The ‘groundtruthing activity’ for baseline data collection appears to have set the foundation for stakeholder engagement and introduced the goals, objectives, and outcome-driven framework for the partnership. The partners made continued use of the results-based management system by collaboratively identifying measures and activities that could push the goals and objectives. UH regularly used the framework as a guide for the project and routinely related activities related back to project objectives. UH was viewed as the center of activity coordination purposefully to achieve goals and objectives and led any adaptations or revision to the

monitoring and evaluation plan. UH project staff leveraged face-to-face time together with project partners to deliver additional activities and further advance accomplishment of objectives and goals.

- “The proposal listed the timelines and activities. We had a groundtruthing to check with our SCC partners to make sure that the plan was realistic and validate goals, objectives. So we sat down and went through the plan activities.”
- “At times we felt that if we were going to go there and do something, we should do something else to take advantage of the situation. We realized it was a good thing to do so it got to be a practice.”
- “UH people are very focused on the goals and objectives of the project, as well as the SCC team. The objectives serve as the guide, so we really speak to those goals. The management of the two directors are focusing on how the project can accomplish its goals and objectives. And ensuring that the outcomes are really those that are decided by everyone, all the stakeholders.”
- “The UH also coordinated SCC and with this coordination helped us to achieve the objectives and goals of the program. They were the center of coordination of activities.”
- “UH and SCC were implementing the project per the details indicated in their work plan and M&E plan which were shared by ACE-HED to USAID. Project report documents showed that UH team is working towards goal achievement as planned, and at the same time taking advantages of opportunities that can widen the impact of the project. UH was also able to make adjustments as a response to the security situation in the project sites.”



- “Certainly, Dr. Chan as the lead in the project was very focused on the goals.”

SCC also used goals, objectives, and outcome-driven framework as their implementation guide and primary project management tool. The framework also served as a standard frame of reference and was used by SCC project leadership, staff, and faculty trainers to compare and evaluate SCC performance throughout the project:

- “SCC posted all the goals, objectives up to remind them what to do.”
- “From the start, the outcomes and objectives were presented to us. And then regularly we compared and evaluate our performance based on the goals and objectives of the project.”
- “In all of our project implementation, or example if we have a letter to go out to the barangay, to the OSY, or to the administration, it is always stated “where in the goals and objectives of the program does this fit?”
- “We keep track of all our objectives and goals and where we are because we have this PRIME report. We report on what we have done and what we have not been able to do. We always keep in mind what our main goals are when we are doing activities or we are implementing some certain objective, is it within our program implementation plan and are we following what has been set.”

Reported shortfalls of the results-based management system for the UPLOAD JOBS project was that although it facilitated project deliverables, it did not address the quality of training delivery. Furthermore, fiscal project management was outside of the framework and

the planning for sustainability of CAFE as a project outcome needed to begin earlier in the project:

- “I think we made the targeted activities, but how well we did it is another story.”
- “I think there was some question about the control of finances. Whatever the amount of money that was allotted through the grant to fund the new businesses based on the performance of their business plan. I think somehow it was rolled into the funds of the college (SCC). There was some question as to the allocation of that. So I’m not sure that was well managed.”

**Communication and relationships among project partners.** One of the most commonly cited project success factors among the stakeholders interviewed was that the coordination and implementation of communication among project partners was both consistent and timely, aided in large part by virtual communication tools such as email and Skype where face-to-face discussions were not possible. The University of Hawaii - Manoa team often initiated, led, and (where necessary) maintained such communication throughout the project, embedding the importance of adhering to program objectives in every activity carried out. While the strong project stewardship exhibited by UH was mostly welcomed, the evaluation pointed to this leadership as an infrequent yet prominent source of tension when communication styles and differences between the American and Filipino stakeholders were considered. Yet, even this challenge seemed to be overcome by the camaraderie nurtured among the UH and SCC faculty and staff members who committed to delivering the project. Patience and tact were two skills regularly employed to ensure a smooth workflow during the UPLOAD JOBS project.

There was evidence drawn from the interview data to suggest that communication and relationships among project partners was an iterative process that was largely effective. Stakeholders reflected on their approaches and offered suggestions on how to improve the project, examples of which are contained in the following sections.

Feedback on communication and relationships among project partners proved to be key in the overall efficiency of the management processes and systems. At project start, leadership agreed upon a set protocol among project partners: SCC communicates concerns, needs, milestones, successes with UH – UH communicates with HED – and HED communicates with USAID.

There was a strong sense of respect amongst the faculty and project stakeholders with most stating that coordination was seamless especially given the barriers of distance, language and security. There was openness in the culture and feeling that other members of the project team were available as and when needed. Good, harmonious relationships were reported among partners, project leadership was considered to be accessible, and trust was placed in leadership to resolve and program and fiscal management issues. The project team believed there to be genuine concern for the OSY and that staff were passionate about their work in international development. Collaboration and cooperation were highlighted by as being very strong by several stakeholders, as is made evident in the following passages:

- “I mean this was definitely a joint project. It was smooth operation...It just flowed together quite nicely. I mean, it was an efficient use of time.”
- “I think we all get along pretty well. We’re an all-female staff on both sides. When we get together, we’re very friendly, we care about each other’s health, family, and things like that. I do feel like the staff at SCC and if they have an issue they can come to us and resolve it.”
- “I think they worked together really well. The team at SCC is really good. The team at UH that Dr. Chan put together is really good, very competent, hard working. I think that the distance is difficult, the conflict is difficult.”
- “Fine, I really enjoyed working together with them. When they had issues, they would send me a skype and ask if they could talk to me...So I feel because they could send me a

skype message that they felt safe talking to me. I feel that the staff, that we have a really good relationship with the staff.”

- “I also think, in general, that the SCC group is very amenable. It may be cultural for them to agree and say yes, yes, we need to do that where in our culture we may say something is a bad idea. Agreement on skype doesn’t mean it happens.”
- “I think they worked together really well. The team at SCC is really good. The team at UH that Dr. Chan put together is really good, very competent, hard working.”
- “Communication, like I said, some of it was a learning curve. Skype meetings were scheduled regularly and sometimes there was a brownout so we had to deal with some technical difficulties that happen in a developing country. Communication and putting things the right way, culturally, when you ask people to do things. Like, when I would write to a team mate, I might just say “hey, can you get this done?” when talking to the Philippines you have to ask in a more roundabout, polite about it.”

Communication was referred to as constant with the main methods of communication as frequent emails and monthly Skype meetings. However, email communication required UH to provide SCC staff with professional development in proper usage and protocol as neither method was regularly used by SCC prior to UPLOAD JOBS. The time difference between Mindanao and Manoa was cited as a major challenge that required an adjustment period for SCC project staff. DropBox was later added as a communication tool as a solution to the time difference, but again required the training of SCC staff for implementation and usage purposes.

Regular in-field trips were taken to Mindanao for face-to-face training and meetings, and considered to be the most efficient time spent among project partners. Text messages

were a key communication means used, particularly between the faculty and the OSY. Connection challenges with the Internet impacted Skype meetings and intermittent security considerations made communication and in-field trips difficult, too. Cultural differences in communication were regarded as UH partners being too forward and SCC partners needing to seek clarification to avoid any misunderstandings:

- “They [SCC] do fantastic work regionally but in order to tap in to international funds, they do need some improvement on managing projects, talking to people, working with foreigners, planning trips. Communication has been a work in progress but related to capacity building.”
- “General effectiveness of communication has been a work in progress throughout the project. It’s expected. In my opinion it is really good for SCC capacity building too. We all come from very different worlds.”
- “So we went through a whole process of teaching them how to do email, email protocol, you need to answer emails within 3 days. Even if you don’t know the answer, please still answer the email because that is the way we’ll be communicating. We added the monthly skype calls with the whole project team, 3-4 people from UH and 3-4 people from SCC and they work, but the signal is not good often times and in an hour there is only so much you can talk about so we supplement with trips.”
- “For any project to work that efficiently, the communication had to be good... When I was involved with them, it was continuous every day.”

- “I think really good. I think there was a lot of very good communication, given the time difference. I think a lot of the communication was electronic. I think they would skype regularly but not always a good connection.”
- “We had regular meetings and did Skype or telephone if there was a brownout. We communicate different ways. Quite regular communication but then it’s never the same when you see them face to face. We tried to meet face to face. Things seems to be more efficient that way but there is always the safety aspect. So I would slowly begin to say that non-essential people should not travel or we would have 2 people travelling for safety purposes.”
- “Communication wasn’t bad. The timing was that their morning is our afternoon, so we overlapped from 3:30-5 and that would be 8:30-10 so we could meet. We started with agendas and then SCC took over. That’s how we started building capacity.”

**Communication Tools.** UH also integrated the use of DiSC<sup>®</sup> as a personal assessment tool used to improve work productivity, teamwork and communication. UH and SCC project leadership, project staff, SCC faculty trainers, and CAFE board members completed a series of questions that produced a detailed report, or profile, about their personality and behavior. These DiSC profiles were intended to facilitate better teamwork, minimize team conflict, and produce more self-knowledgeable, well-rounded and effective leaders.

Through participant observation, it was noted that UH and SCC project partners demonstrated a high level of comfort with one another and often joked and laughed throughout the training. Participants were attentive to the training facilitator and were very engaged and interested in reviewing DiSC profiles, their own as well as other project team members. Given

that this participant observation occurred after stakeholder interview data had been collected, the external evaluator was able to connect themes that had surfaced regarding communication and relationships among project partners with the four reference points of the DiSC assessments:

- **Dominance** – direct, strong-willed and forceful;
- **Influence** – sociable, talkative and lively;
- **Steadiness** – gentle, accommodating and soft-hearted; and
- **Conscientiousness** – private, analytical and logical

The SCC Project Director identified with this style characterized by accepting challenges, taking action and achieving immediate results while valuing competency, action, and concrete results. These characteristics supported qualitative data collection in regard to project leadership, identification and selection of SCC staff and trainers, adherence to a results-oriented framework, negotiating between Academic Affairs and Research/Extension Services, and flexibility in responding to the ongoing security situation in the region.



UH project leadership DiSC profiles demonstrated “I” or influence as their prominent style, marked with an emphasis on shaping the environment by influencing or persuading others. It is this style that is associated with project implementation strengths, which signals some concerns for project sustainability as no SCC team members identified with this style as a dominant trait. Characteristics and values associated with “I” styles such as collaboration, coaching, group activities, and relationships were supported in the qualitative data collection in regard to overall project management and leadership, accomplishment of goals and objectives, quality of communication, leveraging of opportunities to provide additional training, and relationship building among partners.



SCC project staff and the majority of the SCC trainer profiles identified “S” as their prominent style, characterized by being motivated by cooperation, giving support, and maintaining stability; and described as calm, patient, predictable, deliberate, stable and consistent. These characteristics supported qualitative interview data in regard to trainer selection and engagement, dual appointments as faculty and UPLOAD JOBS trainers, willingness to collaborate, retention for the full duration of the project, communication challenges, time difference, reporting requirements, and the need for process improvements in personnel, financial management, and technology usage.

CAFE staff and stakeholder profiles reflected “C” or conscientiousness as their prominent style or strength, characterized by being motivated by opportunities to gain knowledge and share expertise. As the CAFE is structured to engage local support and expertise specifically to provide business development assistance, these profiles appear to be synergistic with the prescribed roles and have the potential to further facilitate project efficiency and impact.

**Table 2: Description of DiSC Profile**

	<p><b>Dominance</b>  <i>Person places emphasis on accomplishing results, the bottom line, confidence</i></p>	<p><b>Behaviors</b></p> <ul style="list-style-type: none"> <li>- Sees the big picture</li> <li>- Can be blunt</li> <li>- Accepts challenges</li> <li>- Gets straight to the point</li> </ul>
	<p><b>Influence</b>  <i>Person places emphasis on influencing or persuading others, openness, relationships</i></p>	<p><b>Behaviors</b></p> <ul style="list-style-type: none"> <li>- Shows enthusiasm</li> <li>- Is optimistic</li> <li>- Likes to collaborate</li> <li>- Dislikes being ignored</li> </ul>



### **Steadiness**

*Person places emphasis on cooperation, sincerity, dependability*

#### **Behaviors**

- Doesn't like to be rushed
- Calm manner
- Calm approach
- Supportive actions
- Humility



### **Conscientiousness**

*Person places emphasis on quality and accuracy, expertise, competency*

#### **Behaviors**

- Enjoys independence
- Objective reasoning
- Wants the details
- Fears being wrong

**Communication with SCC faculty.** Following the protocol established by the project leadership, SCC faculty serving as UPLOAD JOBS trainers only communicated through SCC staff, not directly with UH. Consequently, project goals and objectives were communicated directly to deans but not to faculty. This resulted in a lack of clarity and faculty did not fully understand they were also beneficiaries until later in the project. Since SCC faculty were not involved in any communication that did not concern them, there was no first-hand knowledge of the budget and it caused somewhat of a disconnection between UH and SCC faculty.

- “Actually, when I was tapped for the project, it was not clear. The objective of the project was already given to our heads, deans and principals, but to those of us who would be directly involved in the project, it was not clear to us... Eventually, toward the second cohort, we understood that we were also beneficiaries of the project, as teachers.”
- “As a trainer, we were only involved in communication that concerned us. Like financials, we weren’t included. Training, who are participants, who are partners, then

we were given information about this. No regular meeting schedule for the trainers with the project team or SCC team. Only if it concerned us.”

**Communication challenges.** There was some concern voiced over the roles of people who participated in the project, as well as the hierarchy. Yet, this did not appear to be a common theme and the situation was effectively managed and overcome.

- “I did feel, however, that there was a bit of a power struggle with us wanting to tell them how to do things because we were trying to follow USAID standards. I felt that sometimes they did not always want to do that, partly because the culture and then also a bit of a struggle figuring out who gets to make decisions. I also think it was a trust thing. Once we felt that we could trust them to meet the objectives and some of the standards that USAID has, then we felt comfortable handing things over to them.”

Another project challenge was the noted changeover of the HED point of contact. But again, this was overcome with the induction of a more permanent point of contact.

- “I have observed some communication challenges between HED and UH. There were probably a couple of times when HED POC changed and communication became a challenge.”

Transparency with pay and differing amounts paid to trainers posed an unexpected but noteworthy issue that created some friction amongst trainers. The situation was effectively managed via an open discussion process.

- “They are paid full-time as teachers from SCC but for the project they are trainers and we pay them as trainers. So there was an issue where they felt there was not enough

transparency on how the decision was made on how much they got paid. Originally we thought this was an SCC issue because in the agreement as a sub-awardee they are responsible for all employment issues and part of their responsibilities. But as we listened more to the teachers, they were becoming disgruntled and were all being paid different amounts. What we did was put together a plan where we calculated how much you got paid per module days, primary teacher paid more and secondary teachers paid less, calculated back pay for teachers back to the beginning and forward calculated through the end of the project. We were all sitting around one table and showed SCC and all the teachers, we hear you, here's the plan we put together. I thought it was a good process to go through and I don't think it's standard to talk about pay."

From the perspective of the youth, changes in the prize money that was allocated raised concerns and caused confusion amongst the different cohorts. During the focus group discussions it arose that there were feelings of sorrow and sympathy from cohorts who received the higher rewards towards those in the cohorts who received less. The reason for the variances in prize money was not clearly known or explained to the youth who helped facilitate subsequent trainings for their peers. The following passages are accounts from the OSYs and exemplifies several instances from the data when these anomalies were raised:

- "OSY: We have really, it's also an issue because in our pricing, our startup capital... [speaks in local dialect].

Interpreter: Ok they are saying that the top ones are getting a lot higher amounts and then the lower places are small.

Moderator: Ok so what place were you?

OSY: I got first place mam, 400 dollars or 16,000 [pesos].

OSY: 300 dollars, second place. Equivalent to 12,400 pesos.”

- “Everybody received prizes but not the same amount....60000 first place....The second is 50 [thousand]. 50 and 40 [thousand]....20 then 10.”
- “16 [thousand], 12 [thousand], 8 [thousand], 5 [thousand] and two thousand five [2,500].” [These two statements above reflect the differences between cohorts and the prize money.]
- “Since they facilitated the next batches, they [the OSYs in Cohort 1] were also surprised why the prize went down [for subsequent cohorts].”
- “So [OSY] thinks that because their group was bigger and they were complete with 60 [participants], so that’s why they were given bigger prizes.”
- “Ok she’s saying that they were hearing some rumors because that there were only few [people] remaining for their group, and that people were sort of losing interest, that’s why they lowered the prize.”

In contrast to the statements above, during the member checking process the evaluators found that the reasons for the changes in the prize money awarded could partially be attributed to the ways in which the OSY managed the funds once they were disbursed:

- “Also for the prizes, the first ones were suggested by our team, however the others were suggested by [the] SCC team and UH agreed based on their reasoning.”

- “We worked with SCC to significantly reduce the business plan competition awards because they were not being disbursed and used in an efficient manner, and the teams were not being accountable to the funds. For example, teams broke up shortly after the training program, then had difficulty dividing the large assets. The original amounts were very high, and we were not seeing the money being spent properly.”
- “Our team made the award amount very high for Cohort 1, without full understanding of the income trends of the region. Our SCC staff tried to oversee each of the awards, but with teams in rural areas and splitting up, it didn't always work as well. Each team put together a budget for their award, and submitted it to SCC. For the larger items, SCC purchased the item and gave it to the OSY team. Some other expenses (i.e. labor, raw materials), the OSY were given money and made purchases themselves. For Cohort 3, SCC complained that the amounts were too high, and that the OSY were not able to spend the whole grant, and some of the spending were unaccounted for. They also said the difference between 1st and last prize was too high, and all the other businesses were not receiving any start-up funds. Some businesses require more initial capital, whereas some do not. Therefore, we reduced the award amounts, making the first prize a lot lower, and offering a consolation prize to all businesses. We also told them they can come request additional funding from SCC if their business needs it, but they need to demonstrate need for funding.

To improve management, we made the decision to make all purchases for the OSY-- meaning that our staff had to physically purchase every single supply / pay all labor for around 12 businesses. Still, we had documented cases of OSY returning their business

supplies to the vendor and pocketing the cash. In cases like this, our staff had to confront the OSY and make them pay the amount back. To put things in perspective, the Cohort 1 first prize received about \$2000 USD, which is equivalent to the annual household income for many of our OSY, and we changed the first prize to \$400 USD. I could see why the OSY would complain about this change, but we made the decision to ensure we were responsibly spending the grant amount.”

While the intent of this report is not to scrutinize the finances and distribution of them, it was an important finding and one worth mentioning not only for the obvious concerns around these anomalies, but also for its impact on the OSYs and their motivation levels based on diminishing or inconsistent rewards.

**Identification and Selection of Project Beneficiaries.** The identification and selection of OSY and SCC trainers was grounded in management systems that were readily identifiable by project stakeholders. However, stakeholders also noted elements of both of the processes that had implications for the overall project efficacy as it related to the Filipino culture and infrastructure of Southern Christian College.

***Selection Criteria and Process - OSY.*** The youth selection process was run at the community level and rooted in local support derived from an established protocol that involved government officials and barangay captains. Considered imperative to project success and applicable with and without conflict, SCC project staff coordinated with barangay and local leaders in Mindanao to identify OSY in their communities and municipalities. The barangay would call all eligible youth together for the screening, with up to 100 youth applying for the

project during such gatherings. Maintaining a gender balance was often a challenge. Nonetheless, this challenge was mitigated by selecting girls who may not have scored high enough on their screening survey results but were still deemed to have sufficient potential for successful program completion. Both the faculty and the youth felt that the process could be improved through tighter screening, including targeting those youth who were more entrepreneurial-minded or previously experienced in business. It was believed that this would positively impact the participant dropout rate at the training stage and the number of OSYs who maintain their commitment to their businesses once launched.

- “Ok one reason [for dropouts] is that some participants are over 25 and they already have families so they lose focus because they have to provide for their families.”
- “We work with the barangay captain and the barangay captain calls all the youth that are within the age range and they all sit down take the screening survey. We get the screening survey results, analyze them, and then select 60 OSY for each cohort. More than 60 apply, sometimes 100...Screening surveys were both in English and Tagalog.”
- “There is a selection process done. Especially in Midsayap, this area is known for being a conflict area in Mindanao. The OSY were selected through the coordination of the barangays, and then the barangay identified the deserving OSY to be part of the program. Especially those from the most remote areas with the least fortunate OSY.”

Once identified, OSY were gathered to complete an assessment tool developed by UH which was designed to select OSY who demonstrate entrepreneurial traits and conceivably may have a better chance of success post-training. The assessment or ‘screening survey’ was scored and analyzed by UH project partners, and made available in English and Tagalog. Based on



survey results, UH selected the OSY training candidates and the SCC staff communicated these recommendations back to the barangay captains and local officials.

Perceived limitations of the instrument as a selection tool included being patterned for US entrepreneurs, lack of consideration for Filipino culture, and absence of contextualization for Mindanao OSY. Safety considerations also impacted OSY selection, causing Cohort 3 to take place in Esperanza. The identification of OSY, however, remained consistent and followed the same protocol in working with local officials and barangay captains.

- “So basically, we thought that we could do a better job of selecting youth that have a higher probably of entrepreneurship. So one of the students, Cynthia, developed an assessment tool based on certain traits on entrepreneurship, innovativeness, locus of control. We administered to the community when we announced this program (before each training of the cohort) then we selected based on the score (there was a method to calculate the score) and we’d select between 40-60 and move forward to the training.”

***Selection Criteria and Process - Faculty.*** The selection of UPLOAD JOBS trainers began with the identification of SCC faculty based upon the courses they were teaching (finance, business plan, and marketing) and their relevance to the pre-constructed UH modules. Interviews were conducted with faculty who expressed an interest and positive response to the opportunity. Although SCC faculty helped facilitate the project, their initial understanding on faculty project engagement was that they would be performing extension duties as part of requirements for SCC accreditation. UH depended on SCC to recruit the faculty to be trained and they remained the same ones throughout the project.

- “Selected based on dedication to the project and to the OSY.”
- “I think, I’m not so familiar but I know with SCC they will always pick someone who can really do the job.”
- “I believe it’s because of their expertise and involvement. I know for instance [stakeholder] you know, is an expert in tropical agriculture. The area that [they] work[s] in in Hawaii is similar to that in the Philippines. But I believe it’s because their expertise and their involvement in similar activities.”

### **Decision Making Processes**

Decision-making processes were also examined, particularly how the partnership tended to make decisions regarding implementation and whether the processes contributed to efficient program implementation. Primary decisions made to launch the project were related to the current infrastructure and processes of Southern Christian College.

**Southern Christian College infrastructure.** Although leveraging SCC faculty in relevant content areas as UPLOAD JOBS trainers was considered to be both efficient and effective, it resulted in an ongoing challenge at SCC. This is because of the required coordination between the Vice President of Academic Affairs and the Vice President of Research and Extension at the institution. As SCC faculty and contracted employees, their responsibility is to teach and serve their students. They report to their departmental deans who in turn report to the Vice President of Academic Affairs. As UPLOAD JOBS trainers, SCC faculty reported to the Vice President of Research and Extension. Hesitancy was described at the beginning, with SCC not realizing the extent of SCC faculty involvement. What to be done was clear, but not how, and required decisions to be made on how SCC faculty would be involved.

- “Our main job as a teacher helped. This could be our part-time job, we still have our main duty which is teaching in the classroom. I have 2 bosses – the academic and the extension. There is no problem if the 2 masters think the same. But if they have 2 separate perceptions then there are problems. You have one saying that you can only do your training on the nights and weekends so it will not disturb our regular classes.”
- “We use all the school facilities, involvement of the faculty. The faculty are under the Office of the VP of Academic Affairs, and UPLOAD is under the VP of Research and Extension. So the moment they tried to get the faculty involved, the VP of AA reported that to me. They have classes and that work must be done first! Otherwise they miss their classes in which case policy is student first! We had to discuss this as a matter of not putting the SCC students in jeopardy. That’s why we scheduled UPLOAD sessions on Saturdays or Sundays otherwise classes would be missed. In the project proposal, one

of the goas is to train the capability of the faculty, so that was clear. But the involvement, was not clear, how that was going to be done.”

**Project budget and financial management systems.** Decisions needed to be made regarding project budget and financial management systems at both UH and SCC. UH approved all budgetary items and participated in SCC project personnel interview and hiring processes. The UPLOAD JOBS project partners established an advisory board to empower and engage local stakeholders in program development. The only local decisions made exclusively by SCC was for NGO training. Team decision-making also became routine regarding change of training location(s) due to conflict.

- “I don’t know exactly but an example is that we budgeted so much to pay the teachers, but we had to rely on our partners to pay them. After a while, we noticed that they weren’t getting paid so we had have a conversation to get the faculty paid.”
- “A bit of figuring out on who gets to make decisions. Some power struggles. UH made financial decisions and maybe was the source of any areas of tension. We just wanted to make sure funds were being spent as they were supposed to be spent. I think at first we micro managed that aspect.”

**Inclusion of OSY and SCC faculty in training planning and delivery.** The training content and delivery of the entrepreneurship modules evolved as the UPLOAD JOBS project progressed from one cohort to the next. The groundtruthing activity set the baseline for content, and the first modules were developed by UH and represented a combination of baseline data and entrepreneurship best practices. Cohort 1 was delivered by UH in English and followed a Train-the-Trainer format; SCC faculty trainers also provided interpreting support for the OSY. SCC faculty delivered the training for Cohorts 2-4, adding local context to the modules. Faculty were given opportunities to comment on modules so that they could help improve and adapt them for the Filipino context.

- “When UH and SCC conducted the first training, there were some experts who gave lectures to us and the OSY. These lectures were used to transfer and relate what the experts inputs were to the OSY. Same modules and same topics, but we used our modern tongue. So they can understand really what the topic was all about. When the experts came, we observed the OSY with their minds floating around or something because they did not understand. Some of them are at an elementary level. We recorded some of the lectures and used the PowerPoint presentation of the experts but then had to put in local language. The first presentation they had an interpreter, but of course at a high level of understanding. We facilitated and explained to the OSY. In the next cohort (2), we are the ones who give the information and lectures to the OSY and we adjusted some of the terms and use the SCC way to deliver for them to understand the topics.”

- “UH and SCC were very consultative; they tried best to include stakeholders – parents, faculty, OSY, SCC president, barangay captains, etc.”
- “I wanted to know what kind of students the OSY were going to be. Are they going to be ones that didn’t graduate from high school? Are they ones who have worked or are going to be familiar with the field (outside, growing crops) or are they coming from a large apartment building?”

SCC faculty were in regular contact with OSY and tended to make suggestions for modules based upon how it was for the OSY. Although considered to be very stiff at first about the content, UH did allow faculty to make revisions if considered to be more effective for OSY. However, such changes could not be delivered without prior UH approval. Over time, SCC Faculty added more hands-on activities, basic bookkeeping, production, and local examples for OSY to better understand concepts. UH reviewed the content contextualization during Cohort 3 to ensure original content was still being followed.

- “What I recommended was, for example, was that I will talk about balance sheet for ½ day and then a workshop (hands-on), then the following day I will do ½ day on income statement and then a workshop (hands-on).”

Although it was articulated in the RFA that the OSY profile for UPLOAD JOBS would generally be that of a small-scale, private rural agricultural worker with some primary level education, possibly with some formal technical training and/or some agricultural skills learned through traditional agricultural practice, the provision for primary level education was not made in the development of the entrepreneurship modules. The irony of the UPLOAD JOBS project was that OSY were completing modules that were relatively advanced in nature format

despite many of them being at an elementary level of education. When the OSY training was compared to the instruction that SCC college students receive, the college students were found to have more time (five months compared to two to three days) to study a topic. Furthermore, by virtue of being enrolled in college, the students at this level had presumably attained advanced academic skills. In contrast, the OSY were given less time, many had been out of school for extended periods of time, and had fewer skills than their collegiate counterparts.

- “I don’t know if the OSY can absorb everything we are teaching within those number of days. I wonder if they learn. Because in the college we teach marketing across several semesters and for them they learn it in 2 days! We have to simplify things so they can understand, and give them practical tips on how to do marketing. My recommendation would be for more time, for the time to be increased.”
- “In conducting the cohorts, it is a really short time to give the 4 modules to the OSY. In our curriculum, especially in the college, marketing took 5 months in agricultural marketing to discuss. But of course with the OSY it is a short period of time. The outputs with the project are, we gave this information, and the outputs are not so good with this short time. Since the objectives and goals of the cohort were achieved, it is different with the expectation of the higher level of understanding of the OSY compared with those who are in school.”

**Timeliness of project activities.** Due to the required coordination between the Vice President of Academic Affairs and the Vice President of Research and Extension for SCC faculty participation as trainers, there were constraints placed on the scheduling of program activities to weekends and vacations. SCC faculty who participated in UPLOAD JOBS were required to

work around exams and events as their employment with SCC as faculty came first. Although challenging for project staff, it did not produce significant delays in the timeliness of project activities. Once SCC got used to the work flow, they felt better able to cope with time management. The activities conducted during vacations and weekends facilitated the training of NGOs and accommodated for the availability of the OSY. Personnel problems delayed the project activities for the CAFE.

- “Frankly speaking, at the beginning there was some hesitancy because we did not fully understand why it was like this. We didn’t know or realize there was such deep involvement, especially the conducting of research, presenting the outcome of the research, going to Manila, going to the US. That takes a lot of time. That was not realized or specified in the beginning.” “Per schedule of deliverables listed in the Cooperative Agreement, there were delays in project start but in the beginning of the last year of implementation, UH already met the minimum number of OSY trained.”
- “As for the component of strengthening the capacity of local partners, there were activities which I think, if implemented earlier, would have helped a lot in ensuring that the CAFE and its services will be sustainable. SCC had difficulty in finding a capable CAFE director in Year 2.”
- “Originally we wanted to go everything a bit faster and deliver the training modules within the first 6-9 months of the project and not 12-14 months so we could have had the initial training over. Then, the people that we trained could become trainers for the next cohort of OSY. So in terms of timeliness, I think we were behind schedule there,



but that's because of external factors that we had no control over due to the increase in violence there. But, generally timely."

- "In general, we met our deadlines on time. Although we had change plans due to conflict in the region so that sometimes threw us off schedule.

**Project management.** Overall, project partners believed UPLOAD JOBS to be well run, with occasional problems, and benefited from strong academic leadership at both UH and SCC. In its role as the major decision-making body for the project, UH was seen as an effective and approachable project leader. UH project staff maintained constant contact with their fiscal team due to ongoing internal fiscal management challenges, as well as challenges with HED and SCC fiscal management systems. UH also experienced difficulties with getting approval for US faculty to travel to Mindanao because of the ongoing conflict. There was a belief that inclusion of higher level leadership at UH could have contributed to greater project impact. Suggested project management shortfalls included the monitoring of OSY businesses after the formal training concluded, and navigating the SCC faculty trainers' dual roles.

- "Efficiency went beyond program into processes and influenced more than just the training."
- "I think it was run well. I think it's reflective of the commitment of the participants from UH, SCC, and the OSY who were excited about it and engaged. I think it was run pretty well."
- "We had a lot of impact, did a lot of things, and worked really hard and met deadlines no matter what. However, I felt like sometimes maybe we shouldn't have met our deadlines no matter because you want to maintain a good partnership."

- “Overall, the project was run in a way that accomplished what it was set out to do. But also, it was very stressful because we were moving at such a rapid pace and maybe contributed to turnover. We probably could have had less activities. Also needed to establish processes and work standards, and then explain to SCC.”

### **Relevance of program design**

There was evidence drawn from the data to suggest that the program design was relevant to the overall intervention context. This is presented through the following sections, along with evidence taken from the data, under the headings of alignment with national and local priorities, project fidelity, and stakeholder recommendations.

**Design of program activities and trainings.** Cultural sensitivities were addressed and adjustments to the project were made in order to overcome challenges such as family responsibility as well as to align with the local priorities to overcome conflict. OSY in the US were described as different from OSY in Philippines, and UH relied on the SCC trainers for contextualization of modules. With training modules based on the US context, SCC faculty worked to improve and adapt the modules for the Philippines. SCC faculty also worked with OSY in the evening after UPLOAD JOBS trainings and augmented content with local examples to help enhance OSY understanding.

- “The activities were “localized” as it adapted to the local needs/demands of market. Training activities were appropriate to the OSY as seen in the low dropout rates in the program. The team also made adjustments to address concerns of OSY such as needing to attend to family chores – training were shortened.”

- “Although this activity was designed before the USAID Country Development Cooperation Strategy, the goals of the JOBS for Mindanao is still aligned with the USAID/Philippines priority of improving peace and stability in Mindanao by empowering the out of school youth.”
- “I think it was specifically designed for Mindanao, and probably more so for the surrounding community of Midsayap. The whole idea of UPLOAD JOBS for Mindanao and the idea of youth development into entrepreneurs topically is a good one. There is no reason not to pursue that theme. I think it’s a great cause and ultimately it is what will survive.”
- “If I remember correctly, I think they brought in US professors 2 years ago and gave the SCC staff some basic training that they used to develop those modules. I remember hearing conversations. I believe that after that training that the SCC staff had the basic information provided by these US professor and then modeled it to best fit into their own culture.”
- “I believe that this noble project will really succeed or really prosper because Mindanao really needs peace [...]. So, this is one of the needs of the, of conflict in Mindanao, or even not in conflict. Especially the tri people, the Lumad, the indigenous people. The Islam or the Muslim and Christian. We know that majority of the population in our area is youth, and then I cannot give exactly the figure, the percentage of the out of school youth and the youth that have got into school. But speaking in the number of youth in our area or even in our locality, so we really need to tap them for us or for them to have a productive time, so that they don’t waste their time in gambling, in drugs, in some

other immoral or illegal activities. Ok, so it's very helpful, beneficial project to the community."

- "The local staff and SCC faculty would work with them at night and review their work during the day."

Feedback received from several stakeholders highlighted concerns that the relevance of the training for a conflict-affected developing country may not have always been appropriate. Family interests for youth to go to school or be sent abroad to pursue livelihoods meant that even after completion of the training the likelihood of staying in business in Mindanao was reduced. Many stakeholders believed that OSY joined UPLOAD JOBS because they wanted to go to school.

- "I got the sense a little bit, whether the business plan for areas of conflict is the same for a business plan say in New York City? I think that even as we talked after the workshop among project leaders, maybe we should have been talking about micro-finance? They're not going to sit down in front of a banker and ask for money, it's going to be different. A business plan is good but maybe it was geared a bit too much toward non-conflict areas. Maybe we missed that?"
- "It didn't fit for all of the youth. A lot of them, their parents want them to work abroad. Even if we train them, the parents will send them abroad, especially females, get sent to be housekeepers in the Middle East. Or some will get married and unable to participate anymore, and some have started school."

- “There are OSY who joined because they wanted to go to school. It is common to the Filipino to go to school because they think that earning the education, a degree, there is a feeling of satisfaction even if they do not go to work. The mindset of the Philippines is that the ages of 10-21 is different than the OSY from other countries. So young and very dependent.”
- “I think the business plan involves writing well and I’m not sure how skillful of writers the OSY are. It would have been interesting to know how people who assess business plans all the time would have assessed the OSY’s business plans. I got the sense that they weren’t complete business plans and that they were kind of sketchy. I was left lacking sitting in that session thinking that it wasn’t right for the OSY. They need something else to capture this, and just having the same business plan that you would present to a banker in America is not what they need.”

**Attention to the needs of OSY and SCC faculty.** Although the out of school youth who participated in UPLOAD JOBS were understood to have a unique set of barriers to education participation of any type, it appeared to be a challenge for project faculty and staff to gauge whether their contributions met the needs of the OSY. In the case of UH stakeholders, the inability to communicate fluently with the youth in a language they fully understood meant that they were solely reliant on their SCC colleagues to gather information from the OSY that would help identify any needs to be addressed. On the other hand, the SCC stakeholders who interacted the most with the youth may not have been able to periodically and informally assess if OSY needs were being met due to time limitations derived from the program structure, but also given their other professional and personal responsibilities. The confluence of both

these situations suggest that there was not one party responsible for gathering and analyzing OSY feedback on an ongoing basis. This also meant that the OSY may not have been given one point of contact that they could entrust to raise any needs to be addressed on their behalf.

- “Because we don’t speak the language, we depended on the SCC staff to ensure that OSY needs are being heard.”
- “When I joined the program, it is different to deal with the OSY and to deal with the students in the college especially in the technical. But of course I adjusted some of my time and effort.”
- “The only thing I would have suggested was to hold OSY more accountable. Whatever the criteria for money given to businesses to purchase supplies to make and sell their products that they would have held them accountable. They should guarantee to stay in business for 6 months or return durable supplies. I think there could have been better structure on expectations, but I’m not even sure what the expectations were.”
- “We did the baseline assessment about what they wanted to learn (OSY and faculty) – used general outline of what we wanted to teach in order to lead discussion. We did add classes that they wanted that wasn’t originally planned, one on soils and one on pest management.”

**Alignment with local and national priorities.** The project concept of entrepreneurship training was generally considered to be of relevance to the region and it was strongly noted by the youth that Mindanao was resource-rich. OSY expressed ideas that by learning how to leverage the resources in the region, they were moving towards a more successful and sustainable future both individually and as a community. Project stakeholders from SCC and UH

also regarded Mindanao as resource-rich, particularly in the abundance of raw materials in rural areas. However, the agriculture module for UPLOAD JOBS was not continued throughout the project; the content taught shifted to a focus on entrepreneurship with agricultural products as raw materials. Overall, the youth felt that they the training helped to fill some knowledge gaps.

- “Ok, so the same way it would help the out of school youth in Mindanao, it would also help the out of school youth in the rest of the Philippines to run their own business and make their own business for themselves.”
- “Yes it’s relevant in Mindanao because a lot of people so poor. The training was just so helpful so lot of resources from Mindanao can be developed and livelihood in our community, and also helped for the, because, in the Philippines there’s a lot of resources just not really developed so the training in our....especially in agriculture, it’s really helpful for the Philippines also, especially in Mindanao.”
- “The youth is the future of the nation and she’s saying that for Mindanao shows that out of school youth have a chance, so it showcases that in Mindanao the out of school youth get the opportunities.”
- “The agri-entrepreneurship training for the out of school youth really helps them because Philippines is agricultural base and [...] as Filipinos, for our practices we are only up to the production level. Then the majority of Filipino are already content [...]. So for these trainings for entrepreneurship we go beyond production, so after production they already know how to, the post-harvest facilities, the processing, the packaging, and the marketing, so this, excuse me, these innovations are value-adding [and] is really the need for Filipino farmers [...] in agriculture center.”

- “It really fit with Philippines. Philippines is considered to be an agricultural country and there is an abundance of resources to be used. But, there needs to be interest and competence. The main problem was with the market for the products. INTEREST + COMPETENCE + MARKET = SUCCESSFUL BUSINESS.”
- “Although this activity was designed before the USAID Country Development Cooperation Strategy, the goals of the JOBS for Mindanao is still aligned with the USAID/Philippines priority of improving peace and stability in Mindanao by empowering the OSY.”
- “I do think the modules were appropriate for the area. I say that because we were working on another project for USAID and they seemed to want technology like a call center or something. And, I don’t think that’s appropriate technology for Mindanao. That’s not the skill level that is available in Mindanao right now. It is much more agriculture based, land based, and not as complex as Manila City. So the Agri-Entrepreneurship modules were appropriate for Mindanao given the status of their economy.”

### **Effectiveness of Program Implementation**

The effectiveness of the UPLOAD JOBS project is presented in terms of Intended and Unintended Results, and framed around capacity building (both human and institutional), contributions towards strategic objectives by using USAID standard indicators, achievement of outputs and outcomes, and major factors influencing the achievement or non-achievement of results.



## **Intended Results**

The primary intended results of the UPLOAD JOBS project can be broadly summarized as strengthening the capacity of SCC to develop the job skills and to improve the livelihoods of rural, out-of-school youth in Mindanao. Additionally, the partnership was intended to provide OSY with opportunities to gain agricultural and technical knowledge and skills that support agricultural entrepreneurship. The evaluation identified a number of ways in which these intended results for the project were realized over time, and the next sub-sections will highlight the manifold factors that contributed to the achievement of these results.

**Human Capacity Building (Faculty and OSY).** Several themes emerged from the data that suggested human capacity building as a result of participation in the UPLOAD JOBS project. Some of these themes included measures by the selected USAID standard indicators of outreach and/or extension activities and short-term training. Other themes also supported measures of other USAID standard indicators of curricula – new or revised, experiential and/or applied learning, and direct beneficiaries although not targeted by the project. Overall, a generally positive tone was found throughout the data in relation to these aspects of human capacity building for both SCC faculty and OSY. Faculty learned how to link market intelligence to OSY products, and participants were able to articulate the benefits they received as a result of their participation, pinpointing specific examples to support the garnering of these benefits. Yet, discrepancies and inconsistencies, as well as financial irregularity, mitigated many of these benefits.

**Institutional Capacity Building.** There was evidence drawn from the data to suggest that institutional capacity was indeed augmented as a result of participation in this project.

Nevertheless, some discrepancies in the feedback suggest there exists room for improvement. Communication between UH and SCC in one instance, and between SCC and the local communities from which the OSY participants were selected to serve illustrate how institutional capacity was indeed increased. The emphasis in much of the data was on the efficiency of the communication between UH and SCC despite challenges arising from security or infrastructure failures.

Once SCC “took over” in communicating with the local communities to discuss the UPLOAD JOBS project, the process involved negotiating with the local authorities, as illustrated in the following passage:

- “Ok, so teachers from SCC went to their town, so they were told about the UPLOAD JOBS, so they talked to the mayor. The mayor, in turn, talked to the teachers of TESDA, who were, at the time, already involved with OSY, so...then they talked to the teachers of TESDA and he was one of the students of TESDA.”

These local communities were, in essence, incentivized to participate in the UPLOAD JOBS project as they would be eligible to receive government assistance, as made evident in the following:

- “Ah, they are registering group of people in their bureau of rural workers and women so if we could register the youth for in that bureau there is a high possibility that this government agency could provide assistance. Once this group could establish a good track record in their enterprise, then this government agency can provide some sort of financial assistance or assistance by giving them some sort of materials with which they

can use to further upskill their endeavors. So, it's good I think they are also considering the idea that it's good to organize the youth in the registration period we still have to assist them...To keep a good track record in their business so that this government agency the Department of Labor and Employment can, is always looking at the track record of this group and that would make them eligible for support from the government."

Although the increase of institutional capacity at Southern Christian College was intended to be focused on rural workforce development through extension programs in agricultural entrepreneurship, there was also evidence of capacity building in institutional project management and process development for SCC that was beyond the scope of the project.

- "The long lasting impact part I would say is the capacity building for SCC, and not just the capacity building for the faculty but also for project management. That's huge. We tried to do everything we could to make sure that SCC would be set up to do more international projects and to become a stronger institution within the region. In a region without a lot of strong institutions, that is pretty important."
- "There are so many learning points that I have encountered during the project implementation that influenced me in my working style in communicating with people in Hawaii, the partner institution."

**Contributions towards strategic objectives measured by USAID standard indicators.**

As an USAID funded project, performance indicators are the measures USAID uses to detect progress towards the intended results of a partnership project. USAID distinguishes

between standard indicators — a menu of indicators across all of the types of programs USAID funds for which it tries to collect data in a consistent way from all Missions — and custom indicators which are selected at the Mission level (USAID, 2015). Standard indicators identified for the UPLOAD JOBS project and reported on in the external evaluation include Outreach and/or extension activities, Short-Term Training, and Short-Term Entrepreneurship Training.

***Outreach and/or extension activities.*** Outreach or extension is any activity that brings the work, experience, knowledge, information, inventions, etc., of the higher education institution into the community with the purpose of extending knowledge to address local needs. For the purpose of this indicator, such activities focused on trainings, expert consultations, and workshops via the CAFE that occurred as a result of the partnership (Desk review, UPLOAD JOBS Monitoring and Evaluation documents).

For the UPLOAD JOBS project, CAFE provided empowering outreach and extension services to the community, and in its current form, has been a site of ongoing support and assistance for OSY businesses. The emphasis not only on business knowledge but community relations was at least partly engendered through the post-training support offered as a result of the UPLOAD JOBS project. This involved inviting participants to seminars or alerting them to opportunities post-training, as well as displaying products created as a result of their entrepreneurial activities:

- “Whenever she had a problem they made her feel like they were really going to help them so whenever there is an activity or a workshop or seminar they ask her to attend.”

- “And they also help her display her products whenever there is an activity or a celebration. So they call her so she can advertise her product.”

This ongoing business support and assistance was inexorably linked in the data to the CAFE, which became a focal point for many of the UPLOAD JOBS efforts, particularly in giving advice, discussing opportunities or workshops. While the OSY found benefit in the CAFE and discussed it optimistically, the practicalities of attending the CAFE need further consideration in order to make it more accessible for the entrepreneurs.

- “It’s not easy for us to get to the CAFE. It’s out of town.”
- “Interpreter: Ok so for [OSY] it was helpful because they support him, if there’s a need for him to cook there, they allow him to. So if he needs to use the facility he can. So the only problem was it was just also the distance.

Moderator: The distance. So how far do you all live from the CAFÉ?

[Multiple OSY speaking]

Interpreter: 30 minutes travel time and multiple rides.

Moderator: And for you?

OSY: Two rides. [Speaks in local dialect]

Interpreter: So 35 pesos and 50 kilometers. Around 50 kilometers also for [OSY].”

Some OSY participants received support, but for others the transportation cost was a significant limiting influence in the overall success of the CAFE as a social and business center. The data suggested that the ineffectiveness of the CAFE as an accessible focal point for

community activity is a significant factor in the overall success of the project, which can and should be addressed in future iterations of the project.

Several stakeholders also reflected on the CAFE and its current and future role, with many feeling that it lay at the heart of future sustainability albeit still needing a lot of work to develop it further.

- “I think you need to have social media presence. And that can be matured. Through the social medium and the CAFE and the website, it gives you a worldwide presence and the opportunities are endless [...]. I mean the one thing we could do is blog and have newsletters about the CAFE and the entrepreneurs. But they do have some of that on the website, so if they increase that I think they’ll get more viewership, which would garner more interest in the products.”
- “Establish a well-functioning CAFE? We are not even at that stage, that’s the thing. We are helping them right now with the website, brochures, and an agreement with businesses so that they can have some revenues. There are three businesses right now that we think could have a reasonable return, so we saying that they are not moving as fast. CAFE needs to earn some money and make an agreement with them.”
- “We’re still working on that right now. We had a lot of turnover of CAFE directors and we are now on our third director. She started about a year ago. We had a big plan for CAFE and then had a conversation with SCC leadership, [stakeholder], and basically determined that it was very important for CAFE to be self-sustaining so we redesigned CAFE and on this trip we are presenting to [stakeholder] for his official support.”

***Short-Term Training.*** This indicator tracks the number of Southern Christian College individuals (faculty and/or teaching staff, students, and administrative/other staff) who completed short-term training programs. Short-term trainings last less than six months. Completion implies that an individual received a certificate or other acknowledgement of completion. The location of training may be the U.S., the host country, or a third country and can include joint student or faculty exchange, training as part of a joint research project, or other training programs that are attributable to the partnership (Desk review, UPLOAD JOBS Monitoring and Evaluation documents).

The evidence suggested that the training itself was effective as a mechanism for building capacity. The level of interaction between faculty and the OSY participants assisted in generating participant resiliency in completing the training, as evidenced in much of the data, including the following passages:

- “During the training they were a big help to them giving them all the help they can. Whenever they saw a need to print something, they helped with the materials and everything.”
- “The training really helped me because every time I have a problem in like, she always there to help solve the financial problems.”
- “SCC puts the OSY at a high level. They treat them like their own kids, very well. They talk to them a lot. And they report back to us and we make changes based upon the input we get from our SCC partners. As far as the trainers, we involve them in the trainings and we meet with them quite a bit.”

This consistent contact proved beneficial in allowing the participants to navigate and complete the training, and in some instances also provided continuity – several participants pointed to the fact that the individuals who told OSY participants about the UPLOAD JOBS project were the same ones that acted as their trainers.

Some teachers were singled out in the data for their efforts; Dr. Chan was referred to with great admiration.

- “She (Dr. Chan) inspired him. She taught them a lot of new things and also she showed them businesses that work, became successful.”
- “Dr. Chan was the one who give them inspiration, so not to give up when they get failures [...].”

This suggests the importance of both the business knowledge *and* self-efficacy (the ability to persevere, identify, and execute learning) in the teacher/student relationship (explored in detail in Ames, 1992). As the focus of the project is on OSY, and judging by the frequency of the references, generally positive, to teachers in the data, it is reasonable to assume that this teacher/student relationship is critical to the success of the human capacity building.

The data also illustrated discrepancies and inconsistencies in the way the training was approached pedagogically, contrasting the team-teaching approach with the solitary activity of entrepreneurship.

- “The other thing I would do differently is that the teacher taught them as a team, and I always thought of entrepreneurship as individual. This teacher taught it like some are



more suited to be suited as a CEO, some in finance, some in marketing. I don't know in this area that the team approach is good. What happened is that one would do everything and others wouldn't. The team never stayed together. What we did, at least, was make the team from the same barangay. But then some people might leave. In the end, one or two take up all the responsibility. If we did it again, I don't know whether we would take an individual or team approach. The team approach may work better in the beginning."

A further inconsistency involved a business plan competition where the OSY participants were required to develop and present a business plan, which would be subsequently judged by the teachers and prizes would be awarded. The criteria were loosely defined, but one criterion was for the OSY to present their business case in English. This was made a requirement despite the OSY not having been provided with any instruction in English, or without making the firm case that English would be needed to develop their own businesses. As a project designed to build employability in OSY, one would assume that this would involve localized business cases being communicated in local languages, yet the OSY were told the following:

- "They say it's ok for them that English was used because it's the way they can communicate with others, maybe with customers from other countries."

The data also suggested inconsistencies in the number of students participating in each cohort, in the prize money distributed at the end of the training (discussed in greater detail earlier in this report), and in the overall teaching approaches. All of these issues demonstrate some need for more centralized quality assurance, including for organizational training,

timelines, and materials. There was some disconnect between the objectives for the training as put forth by UH and SCC and with [stakeholder] as evidenced in the following passage:

- “[Stakeholder] might have a different view, he came in after the project. He keeps saying that he needs money, and is interested in funding “his vision.” We get the sense that he does not get what we are trying to accomplish. It’s not just money given to SCC. He himself is an entrepreneur and has means to do it and so he might not view the training as important.”

These inconsistencies should not negatively impact the overall message being articulated throughout the OSY focus groups and related stakeholder interviews: participation in the UPLOAD JOBS training produced capacity where none existed before in terms of business education, confidence, and resiliency to create and maintain a business. Feedback from the OSYs for future consideration were around the possibility of paying for the course and the condensed nature of the curriculum with suggestions to increase the length and add to the content.

- “Moderator: Ok and so based on everything that we talked about, what recommendations do you have for the continuing of the UPLOAD JOBS for Mindanao program? If you were the chief, what would you do?

OSY: Me, it really has a short time, like 10 days, 10 days is a very short time for a training.

OSY: Add more trainings.”

- “The topics are enough, but the length, some of the OSY can’t catch up with the training.”
- “Moderator: So, if you had to pay even a small amount to participate in the program, UPLOAD JOBS, would you be willing to pay, now that you have had this experience.

All: Yes.

Moderator: Ok, and about how much would you pay for this training?

All: For the group, or each?

All: Each, individual...Two thousand.

Moderator: Ok, do you agree with this, [OSY]? And, you can afford to pay this amount?

All: Not one time, they have to pay... [Refers to payment through installment plan].”

***Short-Term Entrepreneurship Training.*** In terms of short-term entrepreneurship training, several OSY participants were able to clearly articulate the positive benefits gleaned from the UPLOAD JOBS project, learning the particulars of starting a business, the importance of capital and how to access it, as well as technical expertise as made evident in the following passages which are reflective of the overall themes emerging from the data discussing the effectiveness of the training:

- “So through the seminars they learned how to do business, how to find a good place for the business, how to set a price [...].”
- “So it helped him a lot when he was starting, during the start of the business because it gave him the knowledge of how to look at the market, what kind of product would sell,

where to sell it, too. And it taught him that the capital is not always that important. We need capital, but how big it is, is not as important as how to use it.”

The positive benefits of participating in the training extended to the importance of developing and maintaining relationships throughout the community, a theme that emerged consistently throughout the data. Some participants approached these community relations as a social exercise before linking it through to business capacity and even networking. Some were able to articulate the importance of community relations as a business objective from the onset.

- “I learned so through, at the UPLOAD JOBS [...] how to mingle [...]. [...]To be more social (herself) because I’m very shy.”

### **Unintended Results**

While no project ever aims to have unintended results arise, particularly if they might be detrimental to the overall success of the project or in some way detract from the anticipated project benefits. However, in the case of the UPLOAD JOBS project, the identification of unintended results during the evaluation yielded mostly positive outcomes centered on the development of human capacity among SCC faculty and the OSY. Nevertheless, a somewhat negative unintended result emerged as well which stemmed from the prize allocation at the end of each OSY training cohort. The next sub-sections will discuss these results further.

#### **Human Capacity Building (Faculty and OSY).**

One major unintended result that arose from the project and similarly impacted SCC faculty and OSY was the development of the reach of these stakeholders beyond the Mindanao

borders. Through the numerous opportunities that the SCC faculty had to engage with staff and faculty at University of Hawaii – Manoa, the capacity built was not limited to positively impacting their campus or extension activities in the region. In June 2015, two SCC stakeholders traveled from the Philippines to the United States to participate and present in a conference with three stakeholders from UH. The conference was held by the International Food and Agribusiness Management Association in Minneapolis, Minnesota, and in part focused on the development of a “flow of talent in the food and agribusiness sector,” (IFAMA, 2015), which is an area of great relevance to the activities carried out during the UPLOAD JOBS project. The two tertiary institutions collaborated to present on the following topics:

1. Study to Determine the Consumer Demand for Coffee Attributes in Region XII, Mindanao, Philippines
2. Consumer Perspectives on the Important Attributes of Peanut Butter: The Case of North Cotabato, Philippines
3. Consumer Preferences on Handcrafted Calamansi Soap in North Cotabato, Philippines

This opportunity for the SCC stakeholders to present rare insight into their region, their roles during the UPLOAD JOBS project, and most importantly to highlight the people who helped make the project a success was invaluable not only for boosting self-confidence in their professional and academic capabilities but also for providing an international stage with which the project’s successes could be disseminated.

Similarly, some of the OSY who participated in the project were able to, many for the first time, travel beyond Mindanao to the Philippines’ capital city of Manila to share their

experiences and examples of their products with project leaders and important external guests. The visits to Manila were also a mechanism for the OSY to make purchases that would contribute to the development of their micro enterprises, often at a price more affordable than what can be purchased in Mindanao. During the focus group discussions, it emerged that the OSY viewed the visits to Manila as a way to change the negative perceptions that exist about people who come from Mindanao, a further unintended result that illustrates how the amplification of benefits were not contained in the region. The building of self-confidence among the OSY, though not a target of the intervention, was also noted as an outcome of their training participation, even when the businesses they started were not successful in the long run. In some ways, the belief that they were capable of learning agri-entrepreneurial skills was even more important than the ability to sustain that business over time. A final unintended result related to the out-of-school youth was that some who had successful businesses were able to make returns to school by using the income generated from their business. This is interesting to note since the reason these particular OSY were not participating in formal education was not due to a lack of motivation or desire to do so but rather a lack of funding.

The negative unintended result that arose from the UPLOAD JOBS project was the feelings of financial mismanagement on the part of SCC that arose when the amount of prize money allocated to the OSY Cohorts beyond the first stage gradually diminished. The discussions that took place during the focus groups highlighted that the changes in the award amounts which were left unexplained to the OSY became a source of rampant speculation and also cultivated jealousy and a degree of insecurity among the later cohorts as to why they received less money than others before them. As later explained during the results of the

member checking process, decisions related to the prize money allocation were mutually taken by SCC and UH with the aim of routing out inconsistencies in how OSY spent the funds as well as to more accurately reflect the amount that the higher education partners believed necessary to start some of the businesses. While there were good reasons for the changes to monies distributed to the OSY, it does not appear that the reasons for these changes were effectively communicated to the OSY in a manner that might have mitigated the undesirable development of ill will and suspicion among these stakeholders.

**Institutional Capacity Building.** The external evaluators also noted unintended results of the UPLOAD JOBS project that contributed to institutional capacity building at Southern Christian College, primarily attributable to the SCC faculty serving as project trainers who brought entrepreneurial content and knowledge into their SCC classrooms. Institutional capacity was built at the administrative level (required collaboration among the Vice President of Academic Affairs and the Vice President of Research and Extension Services); at the college level (required collaboration among the Deans of the College of Agriculture and the College of Business and Accountancy); and most certainly at the classroom level for the SCC students enrolled in the academic courses taught by faculty participating in the UPLOAD JOBS project.

**Contributions towards strategic objectives measured by USAID standard indicators.**

Like the standard performance indicators reported in the Intended Results section of the Effectiveness of Program Implementation, there were also Unintended Results of the program implementation that were also measured by USAID standard performance indicators of curricula – new or revised, experiential and/or applied learning, and direct beneficiaries.

***Curricula – new or revised.*** This indicator tracks the number of curricula newly developed and/or revised with private and/or public sector employers' input or on the basis of market research relative to the total number of curricula newly developed and/or revised, at the host-country institution. A curriculum is a set of all courses that a student must complete in order to obtain an academic certificate or degree offered at a host-country institution (Desk review, UPLOAD JOBS Monitoring and Evaluation documents).

Although not chosen as an outcome measure for the UPLOAD JOBS project primarily due to curriculum requiring government approval in the Philippines, data does demonstrate that faculty actively transferred their knowledge gained from the short-term training to their teaching and curriculum content to their SCC classrooms. Project stakeholders across all sectors cite the benefit and relevance to curriculum content that comes through SCC faculty serving as UPLOAD JOBS trainers.

- “As a teacher, I was benefited from this project. I learned so many things – one for my career growth. If you have experiences, you can relate these to your students. The more you are talking, the more you are practicing and makes you an expert in your subject area.”
- “For us faculty it will. We can apply what we learned. We can share our experiences with our colleagues and our students.”
- “I also used my experiences with the OSY and my experiences with the project to relate with teaching in the college. I used the experiences, the topic, I used the learnings. The learnings and the knowledge that I teach with the college to the OSY, I give some of the examples to the OSY from the college.”



- “We can use the program activities like the business plan competition that we could do in the marketing class at SCC, in agri-entrepreneurship seminars. Some of the strategies learned from the trainings will continue to be imparted to the students.”

***Experiential and/or applied learning.*** This indicator tracks the number of certificate or degree program supported through the partnership that include experiential and/or applied learning opportunities (Desk review, UPLOAD JOBS Monitoring and Evaluation documents). Although not attached to a certificate or degree program nor chosen as an outcome measure for the UPLOAD JOBS project, experiential and applied learning techniques did, in fact, show up in the ongoing contextualization of training modules by SCC faculty. Defined as an educational practice of supplementing the classroom setting with work experience in the real world (experiential learning) and as applying classroom knowledge and skills to real world situations (applied learning), SCC faculty recognized the need for these components in the training modules to assist OSY in understanding content and applying their knowledge.

- “What I recommended was, for example, was that I will talk about balance sheet for ½ day and then a workshop (hands-on), then the following day I will do ½ day on income statement and then a workshop (hands-on).”
- “We do some of the field trips for the OSY with successful businesses. Exposure to operating small businesses. On the job training (OJT) for the OSY – particularly if their product was similar with that business they did job training how to promote products, proper display of product.”

***Direct beneficiaries.*** Direct beneficiaries are host-country individuals that come into direct contact with the goods or services provided by the partnership. Services include activities such as short and long-term training and technical assistance provided directly by US institution to individuals from the host country (host-country institution staff, student, partner organizations, community members, or any other individual from the host-country context). This indicator counts total number of direct beneficiaries. (Desk review, UPLOAD JOBS Monitoring and Evaluation documents).

Numerous host-country individuals experienced direct contact with the training (goods or services) provided by the UPLOAD JOBS partnership. SCC faculty members trained by UH shared the short-term training provided directly by UH as the US institution to individuals from the host country, specifically NGOs and farmers. Local government officials also attended as participants in OSY trainings, directly benefiting from the knowledge shared. As such, the direct beneficiaries of the UPLOAD JOBS project extended beyond the faculty and students trained as part of the project.

- “And it is not just the OSY who were trained. We also trained community participants from the barangay like the farmers, local officials, and single mothers in a one-day training.”

### **Achievement of outputs and outcomes**

**Establish a well-functioning CAFE.** Although the centrality of the CAFE in the sustainability of the program was clear, the outcome of establishing a well-functioning CAFE by project end will unlikely be realized. All stakeholders agreed that although an advisory board

and trained CAFE director is in place, it is not yet stable and needs the support and commitment of the SCC President to provide training and support to entrepreneurs and small businesses in the Mindanao region. Additional recommendations for sustainability include expanding the CAFE audience to more than OSY as well as creating links to local and regional NGOs.

- “CAFE has to link up with NGOs who has training needs for at-risk youth. For the next year, hopefully CAFE, with SCC will be able to successfully receive a grant. SCC will have to provide support to CAFE especially in its first year without USAID funding.”
- “I think [stakeholder] has to support CAFE and allow it to grow and not focus solely on revenue generation for sustainability. You need to build the foundation first and it will cost money and make some capital expenditures upfront. It’s like starting a new business, you’re not going to be making money right out the door. I think there is a bright future, but everyone needs to be on board. Everyone needs to agree that this program will be supported by SCC. Everyone needs to have equal input to make CAFE sustainable. Seriously doubt the project will continue without the leadership of [stakeholder] and [stakeholder].”
- “I think there should also be more frequent interaction. Because right now CAFE meets only once, twice a year, once every semester. So I think if we could improve that meeting every quarter. Even us casual interaction to improve interaction. Even that would be enough to share ideas on how to improve the operation of the CAFE and to reach sustainability. So right now, we still, yeah, it’s at the infancy stage so we expect it will be hit and miss with what we wanted to do and how we want to do it.”

- “There needs to be full support and buy-in from SCC. We have one CAFE director now, but she needs more staff. We are trying to be self-sufficient, but ideally SCC would put more in than just the salary of the director. The other thing would be community to buy-in but that is a work in progress. SCC is already a leader in the region already, so if they buy-in so will their community partners.”
- “We are not even at that stage, that’s the thing. We are helping them right now with the website, brochures, and an agreement with businesses so that they can have some revenues.”
- “We are just dealing with sustainability part now and the CAFE, and we don’t have time to examine how to strengthen the sustainability.”
- “Maybe this is the venue for all of the products of the OSY. To cater, and monitor, and facilitate and to help the OSY.”
- “Sustainability is not assured per the current set-up. The CAFE would need to receive a grant to continue providing services to the community. As it is now, I personally do not think that the community surrounding Midsayap will be able to afford the training cost. However, the business model, the projections and the very capable CAFE director makes me feel optimistic of at least the next year of operation of CAFE.”
- “It’s like an apple tree. Early on, we need to take care of that apple tree, make sure it’s watered, and make sure the weeds don’t over grow it. But after a few years, we can walk away from that apple tree and it will bear fruit for 100 years. I think CAFE is like that seedling. In very early stages and still needs attention.”

While this feedback regarding the CAFE is ostensibly concerned with sustainability, support, and representation in its management and governance, there is evidence to suggest the role that SCC is being expected to take in the CAFE's operation going forward.

**Establish a lasting partnership between UH and SCC.** With respect to the ability of the project to help establish a lasting partnership between UH and SCC, it appears that this was one further positive project outcome. The friendship and mutual respect built between the SCC and UH staff and faculty during the project period was one where both parties saw the benefits of working with each other. Nevertheless, because of the frequent capacity building activities led by UH, there is a sense among SCC staff that if further funding were made available, they would be comfortable managing the project on their own, too. Yet the balance and support provided by UH throughout the project suggests that their involvement in the future, even if in an advisory capacity, would undoubtedly offer a chance to amplify any benefits that the project might realize.

- “If there is another opportunity I think we have a ready partner.”
- “We would like to see a continued partnership with UH, but if there was another opportunity where money came directly to SCC that could work too.”
- “I think it is a very good program and it has made a difference in the lives of OSY. I think they should maintain a partnership.”
- “I don’t know if there will be a lasting partnership without funding. They all had good relationships, so from that perspective there was mutual respect.”

**Provision of good training in agri-entrepreneurship.** A shift in focus was noted during UPLOAD JOBS in that the training content became less agri-entrepreneurship oriented, instead focusing on broader entrepreneurship skills. This direction change detracted from the ability to further localize content since OSY were not required to engage in a business activity that involved local crop agricultural production as an income generation pursuit. Moreover, agri-entrepreneurship training delivery success would have been negatively impacted further by the balancing act youth engaged in with their ambitions to make returns to formal education in opposition to the willingness to take up farming as part of a new business venture.

- “Getting trained and applying what you have been trained are 2 different things. You will only realize how good the training is when they are reaping the fruits of what they have been trained in.”
- “I think the training on feasibility study, the participants are just focused on food production.”
- “Everything was agriculture related just because of the region. Some of the OSY business have nothing to do with agriculture though. Maybe they’re just not interested in agriculture? All are food related and have to do with local crops, but some of them are not thinking directly to the farm. You can’t control what the youth are going to do. It has not all been production. That was done because we identified weaknesses in areas like marketing, finance, and more basic entrepreneurial concepts and focused on those and not so much on the production side.”
- “Maybe it’s reflective of the OSY we attracted who didn’t have land resources so they didn’t have land to farm, or maybe the farmers didn’t have time to do entrepreneurship

because they needed to be in the fields to farm. Not being able to take off for a week and go to Manila. I'm not sure what caused that shift – it wasn't about growing papaya or banana but more about processing bananas. They were buying bananas from the village.”

- “I think it did well. Some of the caveats are that as the project evolved, as the OSY evolved, some of the modules may have needed to change. Maybe the OSY evolved faster than the training modules. Maybe we can have responded faster – we were getting OSY who wanted to value added products and make soap. We need to get someone in who makes soap and not someone who grows the coconut oil to make the soap. So maybe that's where we could have been more responsive.”
- “In most of the cases, all the products were agriculturally connected. It was all food products. There was no farming component. But I could see where they could align an agricultural component from production standpoint with entrepreneurship but I could also see a separation. All food (agriculture) but no production (farming) component. When I was there, all was a finished product focus.”

**Help SCC offer more trainings.** The capacity building transformation that the SCC faculty experienced was effective in enhancing the institution's status among the wider Mindanao community. Nevertheless, and related to project sustainability, if SCC might want to offer specialized agri-entrepreneurship trainings to the community beyond the out-of-school youth, they would encounter issues of affordability that may be impossible to surmount. Because of this, while in theory SCC might be able to offer additional trainings as an outcome of this project, the on-the-ground realities suggest that participants may be unwilling to pay for the service, even if it helps them to generate an income.

- “.....The project elevated SCC's reputation.”
- “Maybe this is new venue for others who are interested in entrepreneurship so the CAFE would extend these services to the community. But in the Philippine culture, if you are going to ask for the services, we ask if it's free, and if it's not free then they don't want it.”
- “I don't have any evidence of this, but in general educators are excited about learning new things and we bring them back to the classroom.”
- “If SCC markets the entrepreneurship program through CAFE and more effectively than what they are currently doing, I think it would give SCC a lot more exposure, hire more staff, generate revenue, and establish/expand partnerships.”



**Changes needed to be made due to the ongoing security situation in Mindanao.** The security situation in Mindanao not only affected the project evaluation scope, but also periodically necessitated adjustments to the UPLOAD JOBS program of activities. Because of US State Department travel warnings, the UH stakeholders (including those beyond the main project implementers) were not always able to move where they might need to be in Mindanao. This meant that SCC was often responsible for performing site safety assessments as well as guarding the UH stakeholders when they did visit to ensure that no harm befell them. Additionally, the timings of course delivery and activities were often changed when the conflict was likely to prevent OSY participation.

- “There was the first training and then we began to realize that because of the conflict in the region and that some OSY just couldn’t come back. So we began to see that we weren’t working in a regular situation.”
- “We pretty much relied on our partners if it was safe to travel [...]. We always ask them if it’s safe to go to the airport. If it is safe for them, it is safe for us too.”
- “It affected the project in a way, the communication. Cohort 3 was conducted in another province, we cannot easily – the OSY do not have easy access to us because of the distance. The other cohorts, they can find us in school and talk to us if they need coaching.”
- “So, we had to decide properly where the venue of the training would be. That was major at meetings. Where we were going to have the trainings. USAID wanted it in different provinces in Mindanao, not just Midsayap, but because of peace and order that was the number one constraint in the project.”

- “So far in the Midsayap areas where SCC is located, there are no changes if there is conflict. But of course our activities were affected sometimes because of the conflict. The OSY could not attend the workshop or there were some of the businesses affected because of the conflict. One OSY, if there is conflict, then she will stop her business because she gets her raw materials from an area of conflict.”
- “There are also times when USAID representatives came so we had to coordinate everything with UH, the policemen, the military, etc., and then they did not come because of security issues. That happened twice and we prepared so much. Then we have to tell the mayors, local people that ‘we’re sorry, we’re sorry, they are not coming’. I think our security issues are really bad. Especially during certain months of the year. The US Embassy will say not to go near. There are many times we had to transfer our venue, our training because they could not come to Midsayap or Cotabato.”
- “Rate of spending is also low, with the Cooperative Agreement registering a huge pipeline in USAID financial system. But this is not because implementation is too delayed – mostly because there were activities such as deploying U.S. professors in Midsayap (components that would incur substantial portions of the project fund) that were not implemented because of the security situation in Mindanao.”
- “The conflict made it difficult to reach out to some of the barangay captains who were farther from the road and farther into areas of active conflict. So, I think it shrunk the area we could work in or draw from for OSY. Effects on the project were the types of OSY – less diverse.”

- “We did not get OSY from all local areas that we wanted to because of conflict in the area so it wasn’t safe to go. We wanted to get OSY from farther out from SCC, but the compromise we made was for OSY closer in.”

### **Influential factors in achievement of results**

Perhaps the most important positive factor of influence for this project were the people involved and committed to making a difference in the lives of the out of school youth. A number of stakeholders commented how the dedication and willingness to help that was exhibited gave participants a positive outlook on how the project unfolded. Furthermore, the strength of the partnership and collaboration among the two tertiary institutions involved meant that identified issues could be resolved relatively quickly through direct and frank communication. Flexibility was a characteristic that project stakeholders adopted to help sustain successes, in addition to seeking strategic partners like TESDA who could help guide the project to make a difference in the OSY’s lives.

- “The passion for people doing it. Sometimes I see people doing international work and their heart isn’t in it. That to me is the capacity building for the US and for the international partner.”
- “On both sides, we have good leadership and working teams. Despite the security situations, our teams were able to find new situations, implement them, and adapt basically. And we were able to do more than what was expected of us in terms of activities, in a very cost effective manner.”

- “The external experts were a very good thing. We were able to update and have access to the latest information. The experience shared by the experts with our trainers. They were able to impart also to OSY.”
- “It helped that Dr. Neyra is persistent in following up support from partners, with guidance from UH.”
- “The drive and commitment of the partners, Dr. Neyra, SCC trainers. There was such a commitment to the OSY, to their area. It really contributed a lot to the success. The partnership. Dr. Chan’s commitment, wanting to succeed and do well, and have positive impacts. That was a real factor of what contributed to the success of the project. A lot of good people involved.”
- “I think we spent a lot of time going back and making sure the activities were aligning with what we said we were going to do. That really helped keep us on track, and highlighted where we weren’t on tack. The fact that we did that and presented to each other in a formal presentation, I felt, makes you think about it. It was really useful. And then in terms of effectiveness, just going over there and having a lot of projects planned and sticking to the timeline helped.”

### **Influential factors in non-achievement of results**

The mitigating factors that limited the success of the UPLOAD JOBS project were evident in the data as well and cut across all the stakeholders (UH, SCC, OSY). Many of these mitigating factors emphasized both the importance of localized cultural and communication practices. The Filipino mindset was described as different as other people because of their economic status. In

the United States, entrepreneurs are perceived as willing to spend. In the Philippines, there is a preference to do things on their own and without asking for professional advice.

- “On the UH side, a lack of understanding of what Mindanao really is for our faculty, our project team, graduate students. It is such a complex place. You just can’t go in and do a project. You have to understand some much history to do the project. The culture, the way people think. It’s very different than the rest of the Philippines and a lot is not published about Mindanao.”
- “Some of the ineffectiveness, the power struggle and trusting each other, especially financially, required monitoring. So I think there was some frustration over that and I think also that maybe spending more time in the beginning why things are important (logistics, etc..) could have helped clear things up in terms of effectiveness, communicating why getting a CAFE director. Also the expectations of how stressful it was going to be for those 10 days.”
- “The second phase of empowerment of people – putting into practice the knowledge gain and manifested in the economy. I think that is what is missing. If this could be realized through CAFE, that would be nice. Seed money was too small for the OSY businesses. Also, supervision of OSY businesses was not emphasized, also a deficiency. Also, it takes months to realize income for the OSY. Those who did, decided to go to school.”
- “Security. There were so many times that we wished we could have reached more, done more, nut because of security matters our hands were tied.”

Extenuating factors beyond the scope of the project (particularly the conflict that sporadically arose in the region) generated constraints to the success of the project and hindered the portfolio of entrepreneurship training.

- “I think that maybe the non-achievement, the conflict came in and limited our access to certain communities so we started having to give up some of our goals around balance (gender, religion) and I think that was conflict related. Another limitation was that we didn’t know the area or recognize the constraints that the culture would play and it did.”

Some evidence suggested the need for research on OSY participant motivation, including what might compel them to go into business, their age, and the level of maturity they possess to realize these motivations.

- “So I think it’s one thing that we have to look into so we are able to know what are, what are the contributing factors? Why the out of school youth were not really that convinced to go, well not everybody were really convinced to go into business despite these kind of opportunities that were given to them? So I think, yeah, that’s one area that should be looked into.”
- “Sometimes it’s an isolated case. Like, for example other youth is not yet matured, so the earth will never go to other matters. So maybe that’s one of the factors that affects the program, but we are really trying to address the matter.”

Throughout this evidence, we see not only a critique of the program or its execution that led to a mitigating result in the overall intervention, but we also see suggestions for

improvement, many of which are synthesized in the conclusions discussed later in this report. Numerous stakeholders cited the need for monitoring OSY businesses.

- “Lack of monitoring and regular contact with OSY businesses. Don’t let them just wander off, remember these are 18-19 year old kids. They need structure. It should be part of finishing the cohort. This was the piece that was missing. The ones that have continued seem to have regular contact.”

### **Improvement of Livelihood and Incomes**

While a goal of the project was to help the youth create and sustain a profitable agribusiness, at the time of the evaluation it was found that most of the businesses the youth created were not operational, the youth were still unemployed whether via a sole enterprise or otherwise, and/or the businesses started were generating very limited income. Despite these shortcomings in the impact on the financial well-being of the youth, there was a great and equally valuable positive impact on their livelihoods as it relates to their ability to make returns to education or to contribute to the improvement of circumstances for their families.

- “Some of them started their business. It is really common in the Philippines culture is that if you have income, the first thing you do is renovate their house, they purchase some appliances. This happened with some of the OSY. One of the OSY sold his products and sent his brother to school. Before he asked the support of his parents for an allowance but now he is the one to support his own needs for allowance and going to school.”

- “So the ones I’ve worked with and seen, it has improved their livelihood and income. Their livelihood, some have become non-OSYs and have returned to school and I think that is attributable to “oh, maybe education is a good thing.” And so they’re no longer OSY because they’ve gone back to school and it may not be immediate but improves their livelihood in the future.”
- “Very big for confidence building. And then what was unexpected was that some enrolled in school. I would say that it wasn’t directly that someone was going to open a business, but I think it will improve their livelihood over time.”

### **Improvement of SCC Extension Programs**

Project contributions to the improvement of SCC’s extension programs included that SCC faculty were able to expand the reach of the agri-business and entrepreneurship teachings to areas of Mindanao that were most pointedly affected by the ongoing conflict. In this respect, the enhancement of SCC faculty skills did not just benefit OSY but also as an expansive effect in which the skill development was leveraged to impact people beyond the intended project beneficiaries. This additional work above and beyond the project scope contributed to the perception of the SCC faculty by other project stakeholders as dedicated and hardworking.

- “It is really helped SCC especially in the extension program because the needs of the extension program to reach the community. Especially in the conflict areas, the barangays in Midsayap and North Cotabato.”
- “Especially SCC’s outreach and their ability to deliver. I think it enhanced what was there to begin with. Fertilized it and made it grow better.”



- “I think they were using this to gain a signature hold on entrepreneurship for future cohorts. We actually talked about the need to market this better as a signature part of their agricultural education program.”

### **Improvement of Training Modules**

Time proved to be the most requested area of improvement that could be made to the training modules that were delivered to the out-of-school youth. A wide swath of the project stakeholders who participated in the interviews and focus groups felt that certain components of the training were rushed, adding to the desire to have a longer engagement with the materials used to help the OSY develop entrepreneurship skills. Time as a factor to improving the training delivery was also manifested as a recommendation related to the age of the participants. Project stakeholders recommended that a more rigorous OSY participant selection process be undertaken in future implementations so that older youth who are more likely to commit to the project for a longer period and to put in the work needed to become an entrepreneur can be included. Yet, further localization of the training content was also requested as a means to help the OSY better related to the material.

- “I think the constraints with the time, because the first one was 12 days and that was too long which is true.”
- “If we did it again, I don’t know whether we would take an individual or team approach. The team approach may work better in the beginning.”
- “Sales management is the topic. Before of the limited time, only the main points of marketing were discussed. And this is related to the sustainability of their business.”

- “As I observed common in the OSY was that they are not mature enough to engage in a business. Number 1 in their mind is to go to school. Maybe identify those who are OSY who are a single mom or single dad. They may be interested in it as their source of income. The OSY mindset, after you have the opportunity or choice, do you want to go to school.”
- “Change the age to older OSY. Target should be unemployed rather than OSY. It limits those who are older than 24 years. Training modules need to include the application of knowledge. It is not enough to equip them with knowledge. Starting and sustaining businesses does not happen overnight.”
- “For the training modules, I guess it’s good enough. But, in my opinion, I guess we will add activity to, for example to study tool. Or, study tool, like for example we will bring the OSY, we will bring the OSY to the successful farm, successful processing plant, successful entrepreneur, or what else. Successful farmer.”
- “I’m not sure how SCC trainers have adapted them, but as an initial content deliverer I think we should have known about the kind of OSY and the environment they would be working in to gear the training toward that. There is a lot of pest control in processed goods. We don’t like insect parts or fungus in our foods. There’s contaminant and food safety issues. All through the value chain there can be these different modules. Tailoring those modules to where in the value chain the entrepreneurs are working would be important.”
- “Include maybe 50-80 hour module on life skill that will teach sanitation and hygiene, leadership, civic education, community engagement, peace values, etc.”

- “All through the value chain there can be these different modules. Tailoring those modules to where in the value chain the entrepreneurs are working would be important.”
- “Clearly the sales and also product selection. Some of these OSY chose a product where there was already market saturation.”
- “I would try and do a project that had the same amount of material over a longer period of time. I know that they tried to break it up so OSY could go home. I just think in order for OSY to really, really get materials, it is like a semester long course.”

### **Project Fidelity**

It was overwhelmingly felt that the project was implemented to its original design with project amendments only increasing the amount of effort and dedication to its success – and always for a good and valid reason. The variance that did surface in terms of project fidelity could be attributed to the change away from the agri-entrepreneurship focus of the original RFP.

- “Yes, even more than the original design because we are doing different things. We heard from [stakeholder] that we need leadership, so we quickly responded and said let’s do it. We could have one program and do it for OSY and non-OSY. Or I can come in and say no, they need more and we need to be adaptive. We added DISC assessment for non-OSY but a more simplified version on leadership for OSY.” [Exchange noted following the external evaluation while in Manila.]
- “Yes, when strayed it was for a good reason and a result of having learned something.”

- “Initially, yes, and then as the on the ground situation changed and we had to make decisions – we can’t travel to Mindanao so that means we can’t hold the trainings at SCC, so what do we do? Do we just stop, abandon the project? How to we modify? How do we move forward? The intent was to follow the objectives and follow the plan but the overarching conflict modified it. The intent was there, initial steps were according to the original design, but then big outside things happened.”
- “I believe they are really sincere in doing the project. I just don’t know on the part of the youth. But on the part of the implementers I know they are very sincere.”
- “Yes, and I know that we had more activities then we had planned. Part of it was that we had more money at the end of the project then we had planned. The February 2015 workshop was not in the original plan, the sales training was extra, and the trip here for the leadership training is extra.”
- “For cohorts 2, 3, and 4 we were more focused on the entrepreneurship but not much on the agricultural aspect.”
- “Yes, even more than the original design because we are doing different things.”
- “I think we are close to the implementation even if we would have liked to done more. Staying true to the implementation caused us to forego other solutions that came up when we were implementing.”
- “I guess so but eventually the end of 2014 some OSY were not from conflict-stricken areas.”

## **Discussion**

This discussion is presented in relation to the stated objectives for the UPLOAD JOBS for Mindanao collaborative project, and recommendations are provided based on this interpretation to augment the impact of the project. There was convincing evidence drawn from the data to support the claim that the project was essentially a success. While the criticisms emerging from the data mitigated aspects of this success, it would be erroneous to assume that on these bases alone the intervention did not achieve desired results. In the following section, along with evidence drawn from the data, we will also incorporate some of the factors that hindered project success under the heading of Project Impact.

### **Impact of Program Intervention**

Based on the themes emerging from the Findings, the following section presents the impact of the UPLOAD JOBS project as it relates to the following categories: effects of the OSY and faculty training, expansive effects, and the promotion and receipt of local support for the project. Overall, as identified by the OSY, the SCC faculty, and stakeholders, the intervention generated many positive results for all the parties involved.

**OSY training.** A number of accomplishments and successes were identified, with direct and indirect benefits noted from the youth and the various stakeholders and faculty. Most stakeholders felt that there was a positive impact on the out of school youth following their participation in the UPLOAD JOBS project. There was also a sense that the faculty stakeholders contributed to the positive and meaningful project outcomes.

- “It was wonderful working with the faculty at SCC. They were very dedicated teachers. And it was really refreshing. You know to see how [...] different to teaching at a university where everybody goes to school but actually see how the link of education about entrepreneurship actually addresses the issue of survivability, you know under some circumstances that in the long term you know, that they’re going to have to address, but the businesses are working, I think.”
- “OSY are not idle anymore and with the skills gained, they will most likely less vulnerable to be recruited to do unproductive activities (crimes, terrorism, etc.) in their communities.”
- “Getting youth used to the language and procedures of business or academia, at least from the US side. But the biggest effect was definitely confidence. And opening up other opportunities for OSY other than agri-entrepreneurship.”

The foundations for long-term success and development of the community were perceived outcomes of the project and future growth was anticipated though the skills learned by the out of school youth.

- “The additional effects are that these OSY may be leaving Mindanao and carry with them these skills and use them to improve their life. I don’t think they will ever forget their experience. You have to believe this is a good thing.”
- “But I think the entrepreneurship program really gave people skills that they could use given the assets they had in their villages. So that they could be economically successful and then as a community remains economically viable in the long term.”

- “But I think the structure that was laid out, should help them in the long term, it is helping to some degree in the short term but as it grows, in terms of people hearing about this person who had a business, it should make a big impact [...] a larger impact.”

The youth felt their skills were improved dramatically with increased confidence as well as financial, product and marketing knowledge gained. The impact was increased business acumen with many reporting success with their ventures.

- “His business is up and running and now he’s gotten good at displays so I’ve heard. I would have loved to have seen it. I think it’s been successful. I don’t know in terms of the numbers what percentages of businesses became an actuality. I know that the mushrooms farm was doing well and when they came back to the US they brought some of the products from the coffee that had been dried and some of the coco butter. So that’s what I hope to see. I wish I could have gone back and actually seen them face to face.”
- “Yeah, so in the beginning they didn’t know anything about business, how to make business, so through UPLOAD JOBS they learned and they gained confidence starting a business.”

The contributions and positive influence the project projected onto the community was frequently stated.

- “In one event, JOBS-assisted OSY visited the embassy and shared their entrepreneurial experiences. This showcased a new perception of OSY in Mindanao as those that are

engaged in the community and are capable of reintegrating in the community as an entrepreneur.”

However, The OSY training is regarded as having minimal direct impact on livelihoods, as at the time of the evaluation many of the OSY participants had no jobs and their businesses had ceased to operate. Greater impact applies to the development of entrepreneurship traits and the OSY’s personal development. Stakeholders described the training as having positive psychological effects for the OSY, opening their minds, building confidence, and exposing them to new places and different people. Some reported a return to school due to the fact that via their business success they were able to finance their education.

- “They would have not experienced this if they had not joined or if this project had not come. So if you look at the totality of the individual, this project has helped them a lot.”
- “OSY have now seen the world, their minds have been broadened, and they now look at the world in a bigger dimension.”
- “But the confidence gained by the youth gained through the training will also help him/her if they do leave the area for work outside. There were changes in themselves. At first they didn’t talk, but then after the training you see them sharing their experiences and sharing their dreams.”
- “I think certainly one of the main things is that it gives them hope to do things they think are not possible, and if you work hard things could happen. We are imparting entrepreneurship traits, I think like being passionate, sticking with an idea, have control



on what you focus on and the outcomes you want. They might not be applying to new businesses but to their lives.”

Although regarded as positive for the person, but not good for the sustainability of the business, several of the youth enrolled in school to continue their studies. Many believe that UPLOAD JOBS motivated the OSY to pursue college education.

- “There were some who were motivated to go to school because of this project. Some are starting their small businesses and to help their family through the income of their business. There are also some because of the business who were able to sustain their needs. Raised their status within the OSY. When you say OSY in our community, they remain OSY – they got married, pregnant. There is discrimination if you are OSY – they are considered hopeless because of poverty, source of income and livelihood is not there. Since the program started, the people in the communities have the interest to join. Also, their personality, how to deal with other people. Because the OSY is comprised of different tribes – Russian, Muslim, and others. To deal also with those who are non-OSY.”
- “When it comes to them as an individual, I have heard so many comments that it really did gave them a boost of confidence, their intelligence, the way they handle things like a budget, and so on. Personally, it helped them. For us, people in society, they are resources now. They have been recognized by others in the community as having knowledge. Because of that they achieved this kind of stature.”

- “After they started earning money, they went to school. Who will continue the business? On the part of the person, it is positive. On the part of starting a sustainable business, it is not good.”
- “So, for [stakeholder] she will continue with the business because that, the business, helped her go to school, paid for her education, so she plans to continue it after school.”
- “Most have moved on to better things, maybe not entrepreneurship but school or JOBS. No impact other than positive.”

**Faculty training.** These program benefits were not limited to OSY, however. SCC faculty realized positive program effects. These benefits cut across several categories, including SCC capacity for identifying OSY as well as collaboration with their UH counterparts.

- “I think the identification of the OSY. I was really amazed at the number of OSY that they were able to identify and bring to SCC and then conduct the training. Even if these people did not continue the way the program wanted them to. And then when I observed the training conducted for the feasibility study, they were all so busy and exchanging ideas. I have seen this in the classrooms, but never before in an activity with OSY.”
- “Faculty training will hopefully ensure that alternative education opportunities such as the entrepreneurship workshop will be provided to the other OSY in the community surrounding SCC.”
- “I think I might say that some of it may have been empowerment. I say that because it is a very male-dominated culture and the females are quiet. I think what our training did,

by having Dr. Chan as a female lead, contributed to the empowerment for those female faculty. We purposefully engaged conversation from female faculty and let them know their opinions were important. Project leaders, Dr. Chan and Dr. Neyra, were females and maybe helped to move SCC closer toward gender equity. Maybe a small step.”

SCC enjoyed increased capacity in their own training and stature within the community as a result of their participation in this project, as made evident in the following:

- “I think they are already using it in their classrooms, applying knowledge in their course. They find it very appropriate. In that way, we have already strengthened the courses of SCC and that sometime later they could be consulted by others in order to help them in their business ventures.”
- “It has given some degree of impetus, engaging in such activities there are benefits. Institutionally and personally. You cannot just go to the US without that project, it is too expensive. Everything is shouldered by the project so you are free to go. The degree of exposure to them is so great, going the outside world and seeing what they have not seen before is a big impact to their lives. They can understand more and when they come back they should be better. That’s what we expect. They should now be leaders.”

Further, SCC faculty expanded professionally and academically as a result of their participation in this project, as presented in the following:

- “We have the market research every year that SCC Faculty does every year. They got their paper accepted into IFAMA, poster, and now they’re going to Minnesota to

present. They have to write a report for every conference session and summarize what they learn. I think they learned a lot in the process. Same as what we are required to do for promotion and tenure, to research and publish. They have to write on the market research of OSY products. They really have to demonstrate the market intelligence and linking the relevance back to the OSY products. During the colloquium, they presented the findings about the products back to the OSY. We tried to say that they really needed to take advantage of market intelligence for capacity building that they are linking the relevance back to what the OSY products are.”

- “I would say similar to the OSY – some confidence building, but also learning how to do the market studies was impactful, learning the rigor of science, scientific research, and what it takes to write up a paper like that.”

To summarize, the benefits for all the stakeholders emerging as a result of their participation in the UPLOAD JOBS project are significant. For OSY, we see throughout the data evidence of increased confidence, stature, and entrepreneurial capacity. For SCC Faculty, we see evidence of greater capacity for training, for stature within the community, and for professional development.

**Expansive effects.** There were a number of instances where the evaluators were able to pinpoint effects derived from UPLOAD JOBS that went beyond the intended project scope. The expansive effects of being involved in the project included broadening the cultural experiences of some SCC faculty and OSY via travel to Manila and the United States to share lessons learned, products developed, and skills built. It was also a starting point for the development of

pride in the Mindanao region and its potential, with an opportunity to recast the narrative of the context to other Filipinos.

- “The additional effects are that these OSY may be leaving Mindanao and carry with them these skills and use them to improve their life. I don’t think they will ever forget their experience. You have to believe this is a good thing.”
- “Participants were all from Mindanao, but there were times when we conducted training outside of Mindanao. We participated in conferences in Manila so the effects were not limited to Mindanao.”
- “I think it was for the whole country. Being a developing country, it is relevant for all of the Philippines. I said from the beginning, why only Mindanao? If this project succeeds and SCC becomes the center of entrepreneurship, we already have a model that other schools can adopt.”
- “In one event, JOBS-assisted OSY visited the embassy and shared their entrepreneurial experiences. This showcased a new perception of OSY in Mindanao as those that are engaged in the community and are capable of reintegrating in the community as an entrepreneur.”

**Local support.** Local support of the UPLOAD JOBS for Mindanao project is evidenced in the ongoing support and participation of government officials in the pivotal role of identifying OSY for each of the cohorts. Further evidence of local support is gleaned from the willingness of government departments to support linkages between the UPLOAD JOBS project and existing programming for youth livelihoods in the Philippines. Additionally, both private sector

and civil society organizations who came to know the project have proposed and delivered opportunities for ongoing collaboration and supplementary entrepreneurship upskilling:

- “Some businesses were on panels in the last colloquium and they are aware of what is happening. One of the larger retail business in Midsayap said that they could place their products there.”
- “Especially the local government. They are very supportive. They also help in identifying the OSY who will participate. Some of them are also present during the training. And then they also give the OSY opportunities to participate in the local trade fairs in their municipality.”
- “The government officials, the NGOs are very much supportive. This project would not have been possible without the support of the government officials (barangay captains, mayors, Department of Training and Industry – DTI). The DTI gave training to OSY on packaging and labeling. And the TESDA as well. And different partners like the micro-financing groups.”
- “We had the support from TESDA. Government agencies, local officials, and also some of the group of the businesses – Midsayap Business Chamber, Department of Trade and Industry.”
- “Yes, local leaders. Once they found out about the project, they helped us recruit. And then we would also hold workshops that were not specific to OSY but for the local community, and they would come to the workshops and help us. I felt there was a lot of local support.”

## Potential for Program Sustainability

### Institutionalization

There is some concern that the continued benefits of the training will be heavily reliant on the commitment of project stakeholders going forward, and primarily those people who form the SCC faculty and staff. In the absence of top-down and bottom-up support for UPLOAD JOBS, there is a strong likelihood that activities will end once the funding has been exhausted. The ability of the project to self-sustain through the intended CAFE mechanism has been questioned. Undoubtedly there is a great deal of feasibility analysis that should be undertaken to fully understand the potential for sustainability.

- “[...] If SCC and the President gives them time and are supportive of the concept, then it will work. We laid down the foundation already.”
- “If there is no money, it may die, just as the other projects.”
- “I am hoping but I have this fear since all the funds came from USAID. I don’t know if CAFE will be sustainable. Its objective is good, it is impressive. But there is a financial limitation and it needs to sustain itself.”
- “There needs to be full support and buy-in from SCC [...]. The other thing would be community to buy-in but that is a work in progress. SCC is already a leader in the region already, so if they buy-in so will their community partners.”
- “I think it opens up doors in their community, not just in agricultural entrepreneurship but also going to school or being leaders in a job they have currently. I think the lasting effect is more about leadership.”

Despite the challenges outlined above, there are some factors that would contribute positively to the continuation of training benefits from the UPLOAD JOBS project. Chief among these factors is the need to put in place firm commitments and resourcing to the operation of the CAFE, including the outreach to and involvement of OSY alumni participants on an ongoing basis. Another factor to help sustain the training benefits is the strength of the relationship between Southern Christian College and the University of Hawaii - Manoa. This is because their collaboration was crucial to quickly resolving issues when they arose during the training delivery, as well as UH's active work to develop the skills of their counterparts.

- “We set out to build capacity, and that is very important. Without capacity, they won’t continue. I think we have achieved that. The ability to train, I think they can continue to do that. I think we gave them methods to find out where clients are.”
- “The only answer to that is CAFE. Because of CAFE we will be able to continue our extension activities with the community. Without CAFE, I don’t have any idea of how we will do that.”
- “CAFE to be sustainable and for the plans and programs to be implemented.”
- “The CAFE, but I am doubtful if it will be sustainable.”
- “Maybe the target for sustainability would be to target an older age. For SCC, it would be how the trainers are training and whether they’re modifying and evolving with the content.”
- “CAFE as conduit of support to OSY businesses.”



- “I feel like having an office that continues as ongoing resource for SCC/OSY whether that is CAFE or Emilie to go and get more information. Having someone there as a resource person.”

### **Stakeholder engagement**

The manifold benefits of the project stakeholders’ involvement in UPLOAD JOBS was indicated in stakeholder comments which underscored the importance of project stakeholder engagement, collaboration, and continued support to youth so that they might improve their livelihoods in a way that also sheds a positive light of a region mired in conflict. There were also psychosocial gains made in how the institutions perceived themselves and each other as a result of their project participation, as well as a general uplift in institutional and interpersonal relationships for both UH and SCC.

- “The capacity building, institutional and faculty at SCC.”
- “Economic development and status of the OSY. Through the UPLOAD JOBS for Mindanao are now able to go to school, they are earning money out of the project. As stakeholders, that is something that we should be thankful for.”
- “The training, the exchanging of ideas, the collaborations from the partners.”
- “We are very much privileged because of this project. We were given a chance to develop ourselves, to establish and build so many relationships – local, national, international relationships. It’s sad to accept that the project is ending. For myself, personally, I was able to appreciate the involvement of the community. I now appreciate the beauty of external community involvement, the extension work. I was out of my comfort zone. Professionally, emotionally, although we cannot cite it one by

one, but truly it did. UPLOAD JOBS did help us a lot. We are praying that CAFE will materialize.”

- “If we were to rank them from the highest to the lowest, I would say that SCC has found a partner to implement its vision and mission and we have identified that partner as UH. We have already established a linkage in addition to our linkage through entrepreneurship. The second is that we have already identified people, trained people, and empowered people to establish this project, which has never been done before. If we want to do something more in entrepreneurship, we have a degree of competence developed through this partnership. The third is that we have seen that we can do things by partnering.”
- “I think the most important is philosophically targeting youth as future entrepreneurs. It is a noble cause. If implemented corrected, it can enhance the economic well-being of people.”
- “Overall I would say the training modules and the way they were done in the sense of taking the youth away from what they were doing normally and having to be in one place together.”

### **Non-financial resource planning and management**

Even if USAID funding is exhausted, there appears to be a consensus among project stakeholders that the professional and personal relationships developed between SCC and UH faculty and staff will be the project component that lasts the longest. The exchange that took place through UPLOAD JOBS was not only a source of capacity building through trainings and

opportunities to disseminate the project activities beyond the Philippines border but also an opportunity for invaluable friendships to be developed. This partnership will last the longest because there appears to be a willingness on the part of UH to continue sharing valuable learnings that SCC can then adapt and apply in their own context to meet needs beyond those identified during the project. Conversely, SCC staff and faculty will also provide UH with further insight into agri-entrepreneurship from the Filipino perspective, which is helpful given how little literature has been written in this area to date.

- “The training, the faculty can train SCC students, extension, and NGOs.”
- “Partnership with UH. Even if the project is over, I believe that the relationship we have started will continue. People from UH are still willing to support us in our extension services. I think that is one of the best outcomes that money cannot buy.”
- “Our learnings (trainers), of course. The capacity of the trainers. Our experiences have been awesome.”
- “The manifestation of the knowledge. Looking at people who are already stable in life based upon the application of what they have learned.”
- “State of mind of the OSY that they are empowered, they can be somebody and that they are important in the community. The training modules will hopefully be used by local partners in providing alternative education for the OSY.”
- “They’ve worked closely with Dr. Neyra in conflict resolution and peace and maybe they’ll take that with them.”

### **Continued relevance of program design**

There was significant evidence that identified the need to move beyond the original OSY target groups, both in terms of the regions targeted and the participants being served. Several stakeholders suggested moving beyond strictly conflict communities and broadly focusing on rural communities from other regions. While serving conflict regions was a core expectation of the project, there is evidence to suggest that broadening participation by including non-conflict regions would be beneficial to the sustainability of the program.

- “To not just focus on conflict communities to identify beneficiaries but also other rural communities. Even those regions that have OSY and women to become part of the program.”
- “Should focus on unemployed of Mindanao, not just youth.”
- “I think SCC has to identify a person as good as Dr. Neyra, as dedicated as she is. Not only identify beneficiaries from conflict-stricken areas but also mainstream OSY. Also to include the women, the mothers, and expand.”
- “Local support would be the biggest thing.”

Beyond broadening participation to include more women and rural communities, serving conflict regions exclusively created inconsistencies in the participant demographics. This lack of diversity in terms of representative participation is resolved only through considerable effort and resources.

- “We did some adjustments during the very start. We were all over the different and far flung barangays but when they did their businesses we could not go there because it was too risky. And if we did go there, we had to meet in the town and could not go to

the areas they are situated. There it goes again. The second cohort, we only used the ones in safe areas. Because we could not go anymore into these barangays, and needed to stay near the roads because they are secure for soldiers are guarding these roads. What happened is that only Christians passed the qualifying test, the Muslims or tribe people were not able to pass the screening test. They were very few who took the test who were Muslim or tribal people. So, USAID asks why only Christians are OSY? They wanted the training distributed to all.”

- “So we have to go to Esperanza (for the next cohort) because it is safe and secure there, and there are Muslims and tribe people, and so on. And it is better, but now it is our risk because the road to Esperanza is not that safe. We have to find other routes. It is extremely taxing and tiring. It is very far. We need to expand and include them beyond the Midsayap area because we are supposed to go to all of Central Mindanao. So maybe CAFE will do that. It is an ongoing – change this, adjust that.”

There was also considerable emphasis throughout the data on the importance of the CAFE in facilitating the ongoing efforts of the UPLOAD JOBS project. This greater inclusion from the immediate community (women, housekeepers, interested parties drawn from the local community) should be balanced with greater resources made available for existing OSY to participate in the CAFE (funding for transportation, dedicated events to showcase their products, further training) in order for sustainability to be achieved. Yet, there is some divide as to how CAFE is positioned in the different stakeholder groups.

For OSY, there was repeated mention of the potential of the CAFE, a potential that was mitigated by its inaccessibility. Previous sections of this report have pointed to evidence

regarding its distance from many of the OSY and the cost involved in getting there, all factors which adversely affect its use as a training, community, and distribution (both information and products) center.

For SCC Faculty, we see both optimism and skepticism towards the CAFE and its potential role as the hub of program activity.

- “Local support would be the biggest thing. In order to keep CAFE running, at least when I was there, they were talking about having a fee structure which is just crucial. You have to have a sustained funding source and that people are using it and paying to use it.”
- “Financial support, especially for the CAFE. I don’t know if it will last without financial support. It will depend on the people who will patronize.”
- “For the sustainability, it’s unfortunate that HED isn’t going to be around because we do have money and we could have used another year to reinforce some of these things for the project. We are just dealing with sustainability part now and the CAFE, and we don’t have time to examine how to strengthen the sustainability. Not necessarily the money part because we are OK with that, but have more time to transition the program into the Center that will be running the program. So to me, we are rushing now to get them established, help them with a website, giving them brochures.”

For other stakeholders, the CAFE was positioned as critical to the overall success of the project. It is hard to imagine sustainability being achieved without these stakeholders (particularly the OSY and SCC Faculty) finding value in participating in the CAFE. As such, we return to the idea of broadening participation as a means of encouraging greater sustainability:

- “On the plane, I was talking to Dr. Neyra about the sustainability of CAFE and said why we don’t include the women, the housekeepers, or even those individuals who are interested to be part of the program especially now that we have established CAFE so that these people who are jobless can contribute to the wellbeing of their individual families. I guess so from the modules they developed, the person hired to run the CAFE, and the incubation program, I think to some extent, yes.”
- “I think to work with the OSY businesses and to start sharing the returns. Up to this time, the OSY were receiving assistance without giving anything back. It is now time for them to give back and no longer a freebie. Maybe we shouldn’t just train youth but also train others who have already started, who already have the passion.”
- “They should know who to approach for funding, find a way to overcome this financial challenge and find some sponsors for trainings.”
- “CAFE has to link up with NGOs who has training needs for at-risk youth. For the next year, hopefully CAFE, with SCC will be able to successfully receive a grant. SCC will have to provide support to CAFE especially in its first year without USAID funding.”
- “I think there is a bright future, but everyone needs to be on board. Everyone needs to agree that this program will be supported by SCC. Everyone needs to have equal input to make CAFE sustainable.”
- “Seriously doubt the project will continue without the leadership of Dr. Chan and Tina.”

The hope that CAFE will facilitate the possible expansion of the project bodes well for the sustainability of UPLOAD JOBS; if representation can be expanded across rural communities both in conflict and conflict-free zones, extended to greater concentrations of women and non-

Christian religions, then there is evidence to suggest that this will lead to greater buy-in for the project, and subsequently greater sustainability for the project overall.

To effectively generate sustainability in terms of continued OSY participation, there is a need to develop capacity for understanding resiliency. There is evidence throughout the data that identifies instances of OSY dropping out of the program, or, conversely, benefitting from increased attention and communication from SCC Faculty. This was discussed earlier in this report in the Non-Achievement of Results section. Before or in parallel to efforts at broadening participation to include greater representation across the region, it is critical to identify the factors contributing to OSY resiliency in completing the program. By identifying these factors (motivation, perceived relevance of the training, etc.), we begin to see identify opportunities for increased sustainability. More engaged and resilient OSY will, presumably, cascade their expertise throughout their communities.

Further to this is the need for expanded and iterated training. While most of the data pointed to the effectiveness of the training, some expressed the opportunity in expanding the training beyond the original scope of the project:

- “I think the training on feasibility study, the participants are just focused on food production.”

There was some evidence to suggest that the training itself be tailored a bit more to the specific needs and backgrounds of the OSY:

- “It’s too formal. I commented one time that my students study feasibility for 5 months and the OSY are getting it in 5-10 days and they don’t have any accounting background,



English background, they have no marketing background and in 5-10 days they are required to come up with a feasibility study. They're talking about research and blah, blah, blah. That is very hard to be grasped by the OSY. I think it has to be simplified."

While the critiques found in this passage were not evident throughout the data, they are highly relevant to the sustainability of the program. As the training condenses complicated business concepts (feasibility, for example) into short timeframes, with students without the prerequisite business background, it stands to reason that this would adversely affect the long-term sustainability of the program. Further to this is the inclusion of English as the language of instruction for many SCC faculty, often unnecessarily so:

- "And it is in English, I asked why we couldn't do it in the vernacular. So that they will be able to express what is their idea and is there knowledge in the product they are planning. It had to be done in English for the UH people to understand."

This passage raises critiques that are directly applicable to the sustainability of the program, particular in regards to the depth of training necessary to maintain a business, as well as the necessity of English to effectively participate in the program itself. Neither of these conditions seem particularly well-suited to the overall conditions in Mindanao, and, as such, can only serve to mitigate the sustainability of the program itself.

### **Conclusions**

Overall, project leadership, both on behalf of the University of Hawaii-Manao and Southern Christian College, were pivotal factors in the overall efficiency, effectiveness, and relevance of the intervention. The leadership of Dr. Chan and Dr. Neyra not only impacted the quality and productivity of each institutional team, but also influenced and facilitated the collaboration among the teams as a project-based unit as well as with external stakeholders. Academic leadership and credentials in tropical agriculture also brought the appropriate level of subject matter expertise to the project, allowing for flexibility and nimbleness in regional adaptations pertinent to the agribusiness start-ups. While there was a strong institutional commitment on behalf of SCC as the host country in the design and implementation of activities, the level of institutional commitment on behalf of UH as the US partner was limited to the project leadership, faculty, and staff.

Relationship development also proved to be significant with the groundtruthing activity implemented by UH to collect baseline data also proved to be a strategic action to build both collective will and collective effort, setting the foundation for authentic relationship development among UH and SCC project teams, local and regional stakeholders. Through relationships comes a sense of community, cooperation, loyalty, passion, and power that strengthened the communication and working interactions among project partners and ensured greater project fidelity and implementation consistent with project intent.

### **Efficiency of management processes and systems**

Clearly, the UPLOAD JOBS program intervention was driven by a results-based management system, paired with an authentic interest in developing collaborative and responsive relationships among project partners. As mentioned previously in this report, the ‘groundtruthing activity’ for baseline data collection proved to be an effective strategy in engaging stakeholders while also introducing the goals, objectives, and outcome-driven framework for the partnership. Serving as a project playbook, the facilitation of this shared understanding was instrumental in project efficiency and also contributed to outreach and extension activity tracking as well as the monitoring and evaluation of the UPLOAD JOBS project overall.

The results-based management processes alone would not have resulted in efficient program implementation without the quality of the leadership and relationships contributing to the partnership’s ability to make relevant and timely decisions. However, despite the emphasis on the results-based management processes, the timeliness of project activities were impacted by ongoing security concerns in Mindanao, in addition to the constraints placed on the scheduling of program activities to weekends and vacations due to availability of SCC faculty as UPLOAD JOBS trainers. Feedback loops were not without error, as project goals and objectives were communicated directly to deans but not to faculty, and the communication protocol established was both linear and hierarchical.

The decision-making process and system for OSY identification was efficient at the community level, however it appeared to become disjointed from the decision-making process and system for the selection process which was managed by UH. As a result, the efficiency of

the identification and selection process for OSY was compromised, due in part to the selection tool being patterned for US entrepreneurs, lacking consideration for Filipino culture, and without contextualization for Mindanao OSY.

### **Relevance of program design**

The faculty and staff of SCC and UH both took steps to adapt the program activities and interventions for the local context in Mindanao. The agri-entrepreneurship curriculum initially developed by the University of Hawaii – Manoa drew its strength from the similarities between the crops grown in Hawaii and made links to the crops that can be cultivated in Mindanao. Expert trainers that UH engaged to conduct training sessions in Mindanao were also briefed so that they could understand some of the similarities and differences between their usual student population and the out-of-school youth they were to work with in Mindanao. The hands-on nature of the content delivery for the first OSY cohort, which was led by UH, placed emphasis on working with local agricultural producers and businesses as a mechanism for OSY capacity building. Once UH passed the training implementation responsibilities to SCC, although there was an insistence on the part of UH to maintain the curriculum as it was originally developed, SCC successfully lobbied to make further changes for the purposes of deeper content contextualization to ultimately benefit the OSY. Such changes were implemented with the guidance of UH and served to better align with local and national development priorities related to the potential of the Mindanao region to better exploit its natural resources for the purposes of growing its economy. As shared earlier, all of the actions taken related to content localization were obliged to link to the program outcomes and objectives while at the same time being responsive to the beneficiaries' (in this case, the OSY) needs. The flexibility in

content adaptation that UH helped make possible for Cohorts 2-4 inevitably rendered the program more relevant for the Mindanao context and the youth who participated in the trainings. Nevertheless, there were some limitations to contextualization that the evaluators noted in that the content delivered still remained largely pitched at students who had a strong primary and secondary school foundation, which many of the OSY participants did not have. Additionally, the timetable of the content delivery was constrained to just 11 days. Both of these aspects of the UPLOAD JOBS project may have been appropriate for a more stable, developed country context. But in an area of the world where educational opportunities are inconsistently accessible due to circumstances owed in part to ongoing conflict, along with the need to have more time to instill an entrepreneurial culture in a place where it was previously not widely encouraged, it would be worthwhile for contextualization to touch upon these two elements. The overall sense that emerged during the evaluations was that to be more responsive to the Mindanao context, future versions of the program should further adapt the content in a manner which will better attend to the education levels and training time needs of youth who largely have no prior experience with agri-entrepreneurship.

### **Effectiveness of program implementation**

Despite the program adaptations and adjustments that had to be made during UPLOAD JOBS, the implementation of the project was as faithful as possible to the original program design. This can be largely attributed to the insistence of UH faculty and staff on maintaining program fidelity as well as ensuring that all programmatic activities could be linked back to the program objectives. Through the capacity building efforts of UH, similar attitudes towards

program implementation were instilled in and embraced by the SCC stakeholders, as evidenced in some of the interview quotes shared earlier in this report. Given the strong level of adherence to the program design by the project implementers, the targets that were achieved which were related to human capacity building of SCC faculty and staff and the skills development in OSY for agri-entrepreneurship during the period that UPLOAD JOBS was being implemented can be traced back to the processes that had been developed with achievement of these goals in mind. The effectiveness of the program implementation stems from operational leadership at both tertiary institutions, namely the stewardship of Dr. Chan at UH and Dr. Neyra at SCC. The harmonization in project implementation approaches between the partners could be said to have had a positive contributory effect on the outcomes – so much so that it yielded unintended results that evidenced the effectiveness of the joint approach taken to empower individuals who took part in the project to realize and exceed the pre-determined performance expectations. However, the commitment of the trainers from SCC, who often went beyond the project requirements to support the OSY out of normal business hours, was another component of the effectiveness of the program implementation that enabled positive outcomes. The solid foundational structure of program implementation which framed UPLOAD JOBS was helpful in respect to the project’s ability to withstand the inevitable shocks that arose when conflict disrupted travel in the region or when there was a need to manage situations where there appeared to be deviations from established program implementation protocol. Without the insistence upon program fidelity and the support of project stakeholders to maintain this approach, it is unlikely that the program would have achieved the targets that it set out to.

## **Impact of Program Intervention**

**Intended Results.** The intended results of the UPLOAD JOBS higher education partnership, namely human capacity building of faculty and staff at Southern Christian College and the upskilling of OSY in agri-entrepreneurship, illustrated the project successes vis-à-vis the achievement of target outcomes which included the mobilization of government, NGO and private sectors to work with SCC to promote entrepreneurship and enhance rural workforce development, skills and opportunities for OSY. This achievement of results was directly influenced by the manner in which the intervention was implemented: By following as closely as possible the original program design, UH and SCC increased the possibility that the desired outcomes would be realized since the project roadmap was grounded in a results-based framework. Through developing an entrepreneurial component to their educational offerings, SCC was able to cultivate a mechanism by which they could help improve livelihoods and incomes among OSY by delivering targeted instruction which was initially developed by the University of Hawaii – Manoa and later localized by SCC faculty and staff. This process of curriculum development and adaptation further contributed to the achievement of another intended result, which was to enhance SCC's capacity for training and workshop delivery. Mostly because not every OSY had a revenue-generating enterprise at the time the evaluation was conducted, there was mixed success in terms of the project's ability to support and foster community-led strategies that optimized profit potential through agricultural entrepreneurship and farmland management. Yet, the fact that at the time of the evaluation at least five such OSY businesses were still in operation, and even generating enough income for some of the

business owners to return to school, was a strong rate of entrepreneurial success to have achieved for individuals who received only 11 days of training in agri-entrepreneurship. Even in developed country contexts that are not mired in a protracted conflict, the expectations for an entrepreneur's business to fail are more common than for it to succeed. Consequently, while profit potential was fostered, the journey towards optimization remains ongoing and future project implementations should clarify that the failure of an OSY business would not be an uncommon occurrence.

**Unintended results.** The evaluation uncovered results from the program implementation that were not previously anticipated by the project implementers. These results can be broadly grouped as 1) positive psychosocial effects for the project participants and 2) expansive effects that reached beyond project expectations. That SCC was a target beneficiary of UPLOAD JOBS is clear, but human capacity building for these stakeholders was not limited just to their ability to deliver training and workshops on their own – SCC faculty and staff also built up their self-confidence in being able to effectively manage an international partnership as well as for being able to support a marginalized group that has traditionally been underserved by tertiary institutions in the Philippines. The ability of the OSY to list the multiple complex concepts they learned during their training cohort served as evidence of their upskilling, however, the OSY also experienced a positive shift in their self-confidence from being selected to participate in UPLOAD JOBS, receiving the opportunity to establish a business that might be able to help them support themselves, as well as being able to do things like conduct and interpret market research, which even some adults where they live are unable to do. The sense of accomplishment and pride in these achievements was expressed and observed during



the focus group discussions and likely contributed to the lingering optimism that, if their business had experienced a degree of success, this success might be continued, and if it had not, that there might still be a way to reverse these circumstances. The expansive effects of the project for both the SCC stakeholders and the OSY that can be directly attributed to the intervention was that both groups were able to disseminate the benefits of their participation beyond their home region of Mindanao, acts which contributed to the augmentation of the positive psychosocial effects mentioned earlier. Opportunities to change perceptions of the people who come from Mindanao and being able to demonstrate their newly developed skills, whether through presenting to an international audience of academics and practitioners (SCC) or sharing their handcrafted products with people outside of Mindanao (OSY), were positive yet unintended program impacts that have contributed to the desire of these stakeholders to see the program continue and achieve sustainability. By giving SCC faculty and staff and the OSY meaningful opportunities to think and travel beyond the bounds of where they live produced conditions that are advantageous to replicate. The one negative unintended result identified points to a breakdown in the well-thought out chain of communication between UH and SCC, who serve as the primary project interface to the OSY. Due to there not being a person designated the responsibility of explaining programmatic changes among the different OSY Cohorts, when changes arose that the OSY did not have an explanation readily available for, they took it upon themselves to invent reasons for explanatory purposes. This unfortunately led to a situation where OSY speculated about how funds were being managed by SCC, and questions about why their particular cohort was not worthy of receiving the same amount of prize money as the first cohort. While these undesirable feelings did not dampen the

enthusiasm to participate, some OSY felt that they had to work harder with fewer resources available for their business. The evaluators would recommend that similar levels of diligence in the quality of communication that was applied between the higher education partners be considered for communications with the OSY because this can help dispel tension and feelings of malcontent that could derail the impact of other project activities that did have the desired positive effect.

**Potential for Program Sustainability.**

The potential for program sustainability is most directly related to the continued relevance of the program design and the financial resources management for the continuation of the CAFE as the entrepreneurial outlet for programs, services, and training for Midsayap and the Central Mindanao region. The sections which follow provide greater insight into areas of consideration for SCC and their internal and external stakeholders.

**Continued Relevance of Program Design.** Related to the misalignment of training module content and delivery schedule is the expectation that OSY with limited education and resources (in a conflict region) will successfully launch and sustain a small business enterprise. The US Small Business Administration (SBA) continues to post failure rates of nearly 33 percent of small businesses in their first two years. Additionally, those small businesses that survive are characterized by having established themselves within their market, fended off competitive elements, built up a trained and experienced staff, honed their systems and processes, learned from mistakes, made the necessary course corrections, formed supplier relationships and attracted an army of loyal, paying customers contributing to a healthy bottom line. For UPLOAD

JOBS to have an expectation that OSY in Mindanao would perform at higher levels of small business success and sustainability than entrepreneurs and start-ups in the US given all of the obvious constraints (education, resources, opportunities, etc.) was a fallacy from the beginning. Consequently, it should be no surprise that the improvement of OSY livelihoods was not due to sustainable business start-ups.

A number of conclusions were drawn regarding the training modules in such areas as educational level and content, pace of delivery, target audience, and instructional approach. Although the target audience for the UPLOAD JOBS project was intended for young people who do not acquire the knowledge, skills, and attitudes needed to gain meaningful employment due to the low prevalence of a college education and secondary school attendance, the educational level of the material, depth of content, and pace at which the training was delivered was inconsistent with the target audience. Several citations by UPLOAD JOBS stakeholders noted that college students at SCC were in semester long courses covering like content as were OSY who had far less education and expected to grasp complicated and advanced concepts. Furthermore, clearly the training modules were formulated based upon US best practices and evidenced curriculum in entrepreneurship, yet considerations for models that best serve uneducated youth living in rural and/or conflict stricken areas were not employed in the module development. All contextualization of the modules was the responsibility of SCC and seemingly rooted in practical application void of evidenced based practices.

**Financial Resources Management.** Although the Center for Agriculture and Farmland Entrepreneurship (CAFE) was envisioned to serve as the center for excellence to engage and empower OSY and the larger community in order to achieve sustained income

growth through effective training, one-to-one consulting, and advising,” personnel challenges plagued the advancement of this vision and sufficient attention was not dedicated to developing and implementing this resource in a timely manner. Subsequently, the sustainability of UPLOAD JOBS and project benefits is in question as the CAFE was identified as the primary vehicle through which SCC would deliver entrepreneurial agriculture training and continue to engage OSY after UPLOAD JOBS ended.

### **Summative Recommendations from the External Evaluation Team**

In summary, the following recommendations are offered to the readers of this evaluation to facilitate the potential for sustainability and leverage the assets and outcomes of the UPLOAD JOBS project. Additionally, these recommendations also contribute to USAID’s Education Strategy, Goal 2 “to improve the ability of tertiary and workforce development programs to generate workforce skills relevant to a country’s development goals.”

**Continue to employ results-based management processes and systems.** Southern Christian College responded well to the UPLOAD JOBS results-based management system which served as a project guide and communication tool with internal and external stakeholders. The results-based system contributed to the institutional capacity building and advanced internal protocols and mechanisms within college administration, positioning SCC for an educational leadership role in entrepreneurship training and consultation.

**Adapt training modules for key population segments in the region.** Addressing the concerns surrounding the relevance of the program design for Mindanao, SCC is encouraged to continue the adaptation of the training modules to best serve the identified key populations in

the report (OSY, farmers, single mothers, NGOs). This type of service customization can also contribute to producing expert local trainers in delivering entrepreneurial agriculture training through the college, whether it be through Research and Extension or through Academic Affairs.

**Secure appropriate leadership to leverage the local and regional support generated and mobilized as a result of UPLOAD JOBS.** The support and participation of external stakeholders in the UPLOAD JOBS project was extraordinary, from the barangay captains to the government agencies of the Philippines. The seeds of collaboration have been planted and the fruits of the labor have begun to be realized, however without a purpose or a program to gather and someone to lead the effort, benefits can quickly fade as those engaged return to comfort zones. Given the pending retirement of Dr. Neyra from Southern Christian College and the conclusion of the UPLOAD JOBS project and leadership of Dr. Chan, the continuation of training benefits as well as the potential for program sustainability calls for strong and immediate leadership.

**Continue to build institutional capacity at Southern Christian College.** The UPLOAD JOBS project established a precedent to engage faculty on academic contract appointments concurrently as trainers through a separate college division, namely Research and Extension. By continuing to do so, institutional barriers that impact student and community access to entrepreneurial information have the potential to be reduced and thereby increase access. Currently, the College of Business and Accountancy (from which one of the SCC faculty/trainers was housed) offers a Bachelor of Science in Entrepreneurship (BSEntrep) as an academic degree program. Often times in the US, educational institutions will use the Extension divisions to test

new programming and offer the content until new or revised curricula makes it through the approval process. Ongoing collaboration between Academic Affairs and Research and Extension has the potential to result in a more varied choice of entrepreneurial training and education for diverse stakeholders as compared to maintaining separateness and traditional educational silos.

### UPLOAD JOBS Stakeholder Interview List

Partnership Administration/Management	
<b>Dr. Elma M. Neyra</b> JOBS Partnership Co-Director Southern Christian College	<b>Dr. Catherine Chan</b> JOBS Partnership Director University of Hawaii – Manoa
<b>Emilie Bayona</b> JOBS Partnership Co-Coordinator Southern Christian College	<b>Tina Lee</b> JOBS Partnership Coordinator University of Hawaii – Manoa
<b>Dr. Edwin Balaki</b> President Southern Christian College	<b>Mary Younkin Pleasant</b> JOBS Partnership Coordinator (former) University of Hawaii – Manoa
Faculty Trainers	
<b>Dr. Brent Sipes</b> Pest Management University of Hawaii – Manoa	<b>Dr. Theodore Radovich</b> Crop Management University of Hawaii – Manoa
Faculty/Instructors/Trainers: Project Beneficiaries	
<b>Lusille Mission</b> Lecturer in Marketing Southern Christian College	<b>Roberto Cambel</b> Lecturer in Business Planning Southern Christian College
<b>Michelle Ortiz</b> Lecturer in Finance Southern Christian College	<b>Jovelyn Bantilan</b> CAFEDirector Southern Christian College
Students: Project Beneficiaries	
<b>Cohort 1</b> Beverly Costales Lovelyn Jay Andoque Hamsiyah Olimpain	<b>Cohort 2</b> Ronie Calbag Kimberly Talha
<b>Cohort 3</b> Halil Abubakar Jodelyn Marquez	<b>Cohort 4</b> Analiza Samaranos Michael Rubin Oliver Beldad

Local and Regional Stakeholders	
<b>Jesus Fabia</b> CAFEBoard of Directors Southern Christian College	<b>Gregorio Saljay III</b> CAFEBoard of Directors Southern Christian College
<b>Leonora Guilloreza</b> Regional Director of TESDA	<b>Rene Falconitin</b> Barangay Captain
USAID	
<b>Maria Josefina Cabaguio</b> Project Management Specialist, USAID Philippines	
ACDI/VOCA volunteers	
<b>Bryce Malsbary</b> OSY Business Planning	<b>Diana Lilla</b> CAFE Strategic Planning

### Participant Observation List

Partnership Administration/Management	
<b>Dr. Elma M. Neyra</b> JOBS Partnership Co-Director Southern Christian College	<b>Dr. Catherine Chan</b> JOBS Partnership Director University of Hawaii – Manoa
<b>Emilie Bayona</b> JOBS Partnership Co-Coordinator Southern Christian College	<b>Tina Lee</b> JOBS Partnership Coordinator University of Hawaii – Manoa
<b>Dr. Edwin Balaki</b> President Southern Christian College	
Faculty/Instructors/Trainers: Project Beneficiaries	
<b>Lusille Mission</b> Lecturer in Marketing Southern Christian College	<b>Roberto Cambel</b> Lecturer in Business Planning Southern Christian College
<b>Michelle Ortez</b> Lecturer in Finance Southern Christian College	<b>Jovelyn Bantilan</b> CAFEDirector Southern Christian College
Local and Regional Stakeholders	
<b>Jesus Fabia</b> CAFEBoard of Directors Southern Christian College	<b>Gregorio Saljay III</b> CAFEBoard of Directors Southern Christian College
<b>Leonora Guilloreza</b> Regional Director of TESDA	<b>Rene Falconitin</b> Barangay Captain

# Stakeholder Interview and Focus Group Schedule

<b>Friday, May 15</b>					
<b>OSY Focus Group Ronda Zelezny-Green</b>			<b>Stakeholder Interviews - Therese Fellner</b>		
7:00 - 8:00am	Breakfast		7:00 - 8:00am	Breakfast	
8:30-10:00am	Focus Group #1	OSY Cohort 1	8:30-10:00am		
10:30-Noon	Break		10:30am-noon	Stakeholder #1	Dr. Catherine Chan
Noon - 1:00pm	Lunch		Noon - 1:00pm	Lunch break	
1:30 - 3:00pm	Focus Group #2	OSY Cohort 2	1:30 - 3:00pm	Stakeholder #2	Tina Lee
3:00 - 4:00pm	Break		3:00 - 4:00pm	Break	
4:00 - 5:30pm	Focus Group #3	OSY Cohort 3	4:00 - 5:30pm	Stakeholder #3	Emilie Bayona
5:30-6:30pm	Dinner Break		5:30-6:30pm	Dinner Break	
7:00-8:30pm	Focus Group #4	OSY Cohort 4	7:00-8:30pm	Stakeholder #4	Jovelyn Bantilan
<b>Saturday, May 16</b>					
<b>OSY Focus Group Ronda Zelezny-Green</b>			<b>Stakeholder Interviews - Therese Fellner</b>		
7:00-8:00am	Breakfast		7:00-8:00am	Breakfast	
9-10:30am	Focus Group #5	OSY Cohort 1, 3	8:30-10:00am	Stakeholder #6	Michelle Ortez
11:00-12:00pm	Lunch		10:30-Noon	Stakeholder #7	Jesus Fabia
12:00-1:30pm	Focus Group #6	OSY Cohort 2, 4	Noon-1:00pm	Lunch	
1:30-2:30pm	Break		1:30- 3:00pm	Stakeholder #8	Roberto Cambel
2:30-4:00pm	Stakeholder #5	Rene Falconitin	3:30 - 5:00pm		
5:30-7:00pm	Dinner Break		5:30-7:00pm	Dinner Break	
<b>Sunday, May 17</b>					
<b>OSY Focus Group Ronda Zelezny-Green</b>			<b>Stakeholder Interviews - Therese Fellner</b>		



7:00-8:00am	Breakfast		7:00-8:00am	Breakfast	
8:30-10:00am	Stakeholder #10	Leonora Guilloreza	8:30-10:00am	Stakeholder #12	Dr. Elma M. Neyra
10:30-Noon	Stakeholder #11	Gregorio Saljay III	10:30-Noon	Stakeholder #13	Edwin Balaki
Noon - 1:00pm	Lunch		Noon - 1:00pm	Lunch	
1:00-4:00pm	Capacity building training: Participant observation		1:00-4:00pm	Capacity building training: Participant observation	
4:00 - 5:00pm	Break		4:00 - 5:00pm	Break	
5:30-7:00pm	Dinner Break		5:30-7:00pm	Stakeholder #9	Lusille Mission

<b>Wednesday, May 20</b>		
<b>Stakeholder Interviews (VIRTUAL VIA SKYPE AND TELEPHONE)</b>		
9am HST/2pm CST/8pm BST	Stakeholder #15	Theodore Radovich
130pm PST/330pm CDT/930pm BST	Stakeholder #16	Pauline Sullivan
<b>Thursday, May 21</b>		
<b>Stakeholder Interviews (VIRTUAL VIA SKYPE AND TELEPHONE)</b>		
10am EST/9am CDT/3pm BST	Stakeholder #17	Bryce Malsbary
10:30am HST/3:30pm CDT/930pm BST	Stakeholder #18	Brent Sipes
<b>Friday, May 22</b>		
<b>Stakeholder Interviews (VIRTUAL VIA TELEPHONE)</b>		
930am PST/11:30am CDT/5:30pm BST	Stakeholder #19	Mary Younkin Pleasant

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## Appendices

### Appendix 1: Virtual and Face to Face Interview Schedule – STANDARD

The following questions are designed to have stakeholders answer questions regarding the efficiency of management processes and systems, relevance of program design, effectiveness of program implementation, impact of program intervention, and potential for program sustainability.

#### **BACKGROUND**

1. What was your role in the UPLOAD JOBS project?
2. What are the major services you provided/oversaw?
3. At what point in time did you join the project?

#### **PROJECT EFFICIENCY: Management Systems.**

4. How did the partners make use of goals, objectives, and outcome driven framework (results-based management systems) for the project?
  - a. University of Hawaii
  - b. Southern Christian College
  - c. Discuss communication among project partners.
 

**PROBES:**      Frequency  
                  Proactive vs. Reactive
  - d. Describe the strategies used among the team that facilitated collaboration.
 

**PROBES:**      What worked vs. what didn't work?

5. How did University of Hawaii and Southern Christian College (“the partnership”) identify and select participants for activities?

**PROBES:** OSY  
Faculty  
CAFE

**PROJECT EFFICIENCY: Decision Making Processes.**

6. What decision making processes contributed to efficient program implementation?
7. How did University of Hawaii and Southern Christian College (“the partnership”) allow for stakeholders to provide input into implementation planning and delivery?

**PROBES:** OSY, Faculty, CAFE

8. How did the University of Hawaii and Southern Christian College (“the partnership”) ensure that OSY, Faculty, CAFE(stakeholders) concerns and/or priorities were being incorporated into implementation planning and delivery?

**PROBES:** OSY  
Faculty  
CAFE

9. How was the timeliness of the project activities?

10. Were resources used efficiently?

**PROBES:** Human resources (project leadership, trainers, etc.)  
Financial resources (grant funds, UH and SCC funds)  
Non-financial resources (facilities, equipment, etc.)

**PROJECT RELEVANCE: Contextualization.**

11. To what extent were program activities and interventions adapted for the local context?
12. In your opinion, how responsive were SCC and UH to OSY, Faculty, CAFE(stakeholders) interests and needs?
13. To what extent was the Agri-Entrepreneurship training (intervention) content aligned with national and local priorities? USAID strategies? OSY needs?
14. To what extent did the program reflect commonly accepted best practices in entrepreneurship?

**PROJECT RELEVANCE: Logic.**

15. To what extent were activities and outputs linked logically to program objectives?

- 16.** What recommendations would you suggest for current training module content?  
Future training modules?

**PROJECT EFFECTIVENESS: Results.**

- 17.** In your opinion, have outputs and outcomes been achieved?

**Standard indicators - PROBES**

- Outreach/extension activities
- OSY Training/short-term
- Student access
- Direct beneficiaries
- SCC Capacity building

- 18.** Given the ongoing security situation in Mindanao, what adaptations were made? To what extent did the adaptations contribute to the desired outputs and outcomes?

- 19.** What were the major factors influencing the achievement/non-achievement of results?

**PROBE:**           Achievement  
                          Non-Achievement

- 20.** In your opinion, were program activities implemented according to the original design?

**PROBE:** Was there program fidelity?

**PROJECT IMPACT: Outcome level results.**

- 21.** What are the positive/negative effects of the OSY training (intervention)? Faculty training (intervention)?

**PROBE:**           Positive  
                          Negative

- 22.** What are the intended/unintended effects of the OSY training (intervention)? Faculty training (intervention)?

**PROBE:**           Intended  
                          Unintended

- 23.** To what extent, do you perceive these results as being attributable to the program?

**PROJECT IMPACT: Expansive effects.**

**24.** Is there evidence that project outcomes had a wider effect than anticipated?

**PROBE:** Strategic alliances  
 SCC  
 Private sector partnerships  
 Government  
 Regional institutions.

**25.** In your opinion, did the UPLOAD JOBS Project promote local support of agri-entrepreneurship?

**PROJECT SUSTAINABILITY: Program effects.**

**26.** Please share how likely do you think the program effects will continue over time after funding has ceased? If so, what aspects of the program have the best chance of continuing?

**27.** In your opinion, what would be the major factors that would influence these lasting effects?

**PROBE:** Financial resources management  
 Results based management  
 Institutionalization  
 Stakeholder engagement  
 Continued relevance of program design.

**28.** What has proven to be the most impactful component of the UPLOAD JOBS Project?

**29.** Given implementation progress to date, what do you think is likely to be the long term impact as a result of the program?

**30.** What recommendations would you make to improve the likelihood of program sustainability?

## **Appendix 2: Virtual and Face to Face Interview Schedule – ADAPTED FOR INTERPRETATION**

The following questions are designed to have stakeholders answer questions regarding the efficiency of management processes and systems, relevance of program design, effectiveness of program implementation, impact of program intervention, and potential for program sustainability.

### **BACKGROUND**

1. What was your role in the UPLOAD JOBS project?
2. What are the major services you provided/oversaw?
3. At what point in time did you join the project?

### **PROJECT EFFICIENCY: Management Systems.**

4. How did the partners make use of goals, objectives, and outcome driven framework (results-based management systems) for the project?
  - a. University of Hawaii
  - b. Southern Christian College
  - c. Discuss communication among project partners.
 

**PROBES:**      Frequency  
                  Proactive vs. Reactive
  - d. How did people work together?
5. How were youth identified and selected for trainings? Faculty trainers?

### **PROJECT EFFICIENCY: Decision Making Processes.**



6. What decisions helped get the program started?
7. How did University of Hawaii and Southern Christian College include OSY and Faculty in the planning and delivery of training modules?
8. How did the University of Hawaii and Southern Christian College make sure that OSY and faculty concerns and/or priorities were being included in training modules?
9. How was the timeliness of the project activities?
10. Was the project well run?

**PROBES:** Leadership, trainers, grant funds, college funds, facilities, equipment

**PROJECT RELEVANCE: Contextualization.**

11. To what extent were program activities and trainings designed for Mindanao?
12. Did SCC and UH pay attention to OSY and faculty interests and needs?
13. Did the Agri-Entrepreneurship training modules match with what the Philippines wants?  
Did it meet the needs and interests of OSY?

**PROJECT RELEVANCE: Logic.**

14. Were activities linked to improving livelihood and incomes for rural out-of-school youth?
15. Were activities linked to improving SCC extension programs in agricultural entrepreneurship?
16. What suggestions do you have for the training modules?

**PROJECT EFFECTIVENESS: Results.**

17. Did the project:
  - a. Establish a well-functioning CAFÉ?
  - b. Establish a lasting partnership between UH and SCC?
  - c. Provide good training in agri-entrepreneurship?
  - d. Help SCC offer more trainings?
18. What changes needed to be made due to the ongoing security situation in Mindanao?

19. How did these changes help the project?
20. What influenced the achievement and/or non-achievement of results?  
**PROBE:** Achievement vs. Non-Achievement
21. Were program activities implemented according to the original design?  
**PROBE:** Was there program fidelity?

**PROJECT IMPACT: Outcome level results.**

22. What are the effects of the OSY training? Faculty training?  
**PROBE:** Positive vs. Negative  
Intended vs. Unintended
23. To what extent, do you perceive these results as being attributable to the program?

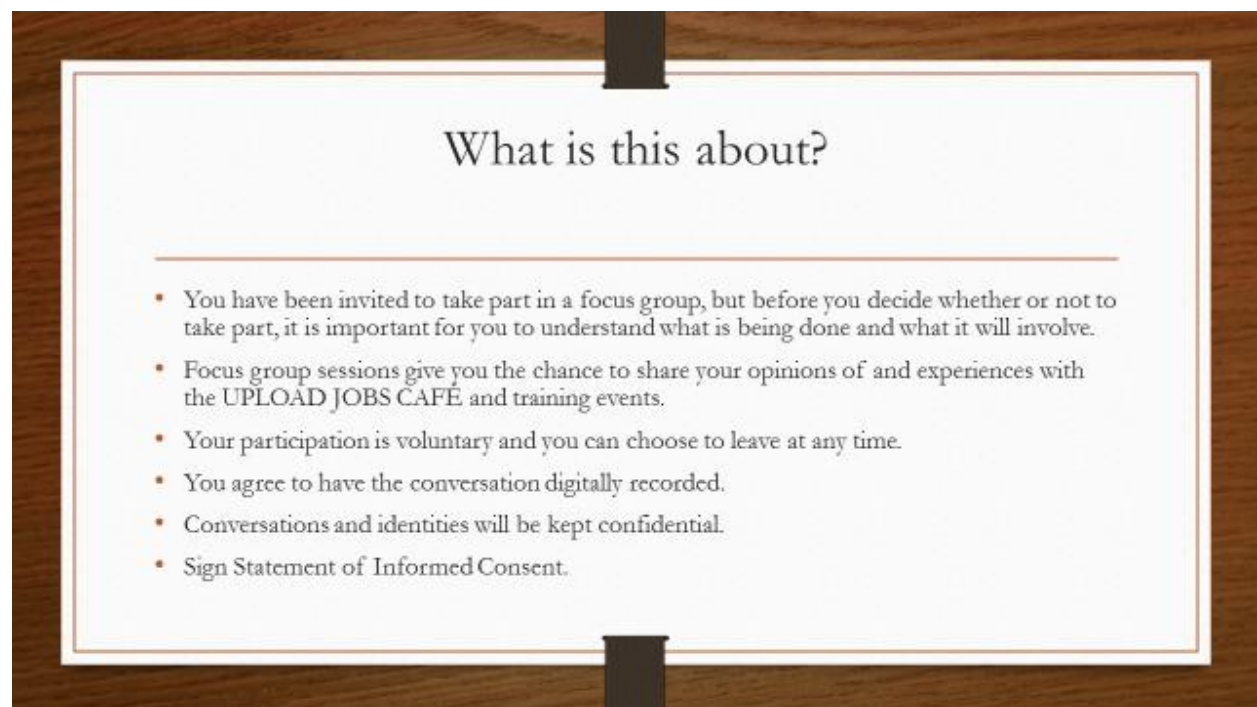
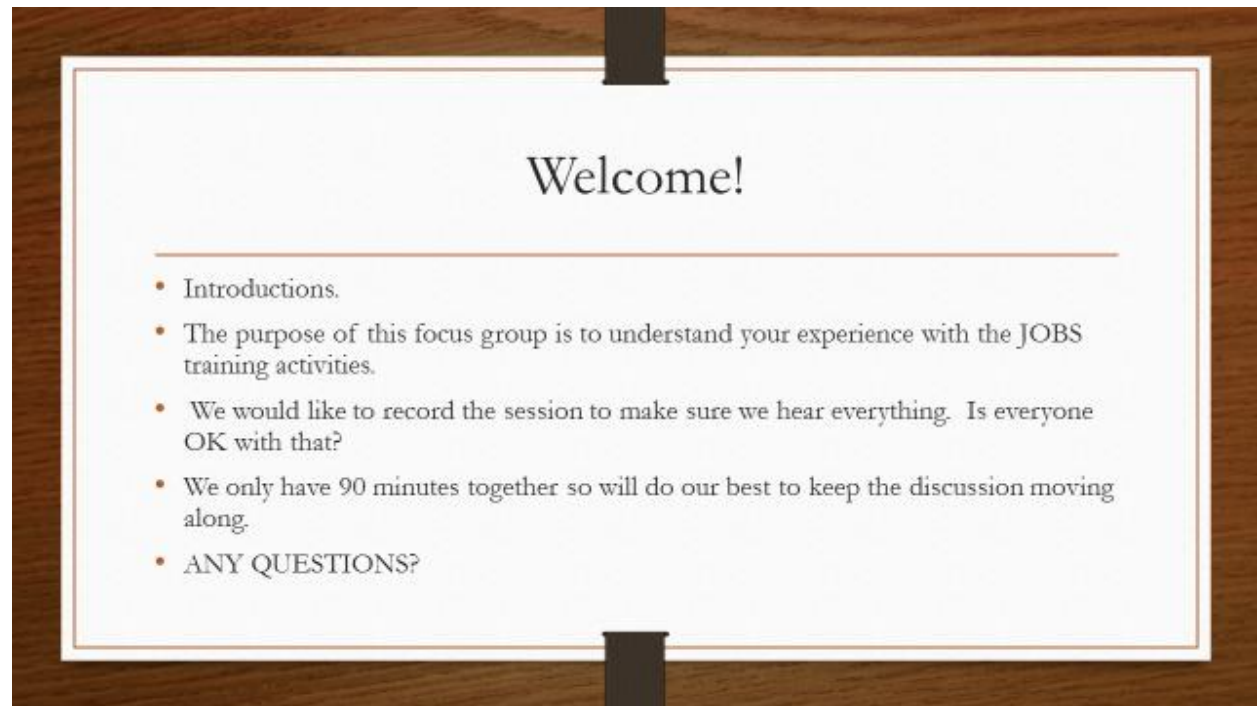
**PROJECT IMPACT: Expansive effects.**

24. In addition to Mindanao, did the project have any other effects?
25. How did the UPLOAD JOBS Project promote local support of agri-entrepreneurship?

**PROJECT SUSTAINABILITY: Program effects.**

26. Do you think the benefits of the training will continue? For OSY? SCC? If so, what parts have the best chance of continuing?
27. What are the most important things that will help training benefits continue?
28. Overall, what is the most important part of the UPLOAD JOBS Project?
29. What part of the project do you think will last the longest?
30. What do you think has to happen for the program to continue?

Appendix 3: Focus Group Questionnaire – Adapted for Interpretation and Presentation



## Who are we?

- Tell us.....
- your name,
- your business or business idea,
- what was the best thing you got from the UPLOAD JOBS for Mindanao training?

## How did you find out?

- Think back to the UPLOAD JOBS trainings. How did you first hear about them?
- Why did you get involved?

## Trainings and Workshops

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- For this next series of questions, think back to your experience with the JOBS training activities:
  - How did the training apply to Mindanao? The Philippines?
  - Do you feel that what you learned helped your business idea? Understanding your customers?
  - How did you learn about the need and demand for your services or product?

## Trainings and Workshops

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- How valuable did you find the ag-entrepreneurship training content?
- What was the most useful training for you? Why?
- What did you think of the topics?
- Did you like how the instruction was delivered?
- What are the types of things are you doing differently as a result your participation?

## Trainings and Workshops

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- To what extent will your experience influence future decision making?
- How did the training help you start a business?
- How do you use what you learned on a day to day basis in your business?
- Of all the things we discussed, what would your recommendations be for continuing the UPLOAD JOBS program?

Thank you!

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## **Appendix 4: Participant Information Sheet**

Study Title: Evaluation of the UPLOAD JOBS for Mindanao Project

### **Invitation paragraph**

I would like to invite you to take part in a research study looking at the UPLOAD JOBS for Mindanao Project. Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or would like more information. Take time to decide whether or not to take part.

### **What is the purpose of the study?**

This research is designed explicitly to evaluate the following about the UPLOAD JOBS for Mindanao project. We are looking to ask you about the

- efficiency of management processes and systems,
- relevance of program design,
- effectiveness of program implementation,
- impact of program intervention, and
- potential for program sustainability.

More specifically, this evaluation will examine each of these items to generate knowledge about how higher education partnerships can contribute to the promotion of entrepreneurship and workforce skills development among out-of-school youth. The following discussion on methodology demonstrates how this project is designed to do just that.

**Why have I been invited?**

You have been identified as a significant stakeholder with the UPLOAD JOBS for Mindanao and we are greatly interested in hearing what you have to say about your experiences.

**Do I have to take part?**

It is up to you to decide. We will describe the study and go through the information sheet, which we will give to you. We will then ask you to sign a consent form to show you agreed to take part. You are free to withdraw at any time, without giving a reason.

**What will happen to me if I take part?**

If you agree to take part in this research, you will be asked to participate in the following:

- Interview: depending on your location, this will be either a face to face or virtual interview (online through Skype or a similar service). You will be contacted to schedule an interview, which will last from 60-90 minutes. The data will be recorded with your permission and used to answer the research questions for this project.
- Focus Groups: you will be contacted to schedule a focus group to be conducted at Southern Christian College or virtually (online through Skype or a similar service). Focus group sessions will be scheduled for 60-90 minute blocks of time. The data will be recorded with your permission and used to answer the research questions for this project.

Please note that your confidentiality will be maintained at all times during this process. The data you provide will be used to evaluate the JOBS for Mindanao project and for that alone.

**Expenses and payments?**



For those participating in the face-to-face interview and focus groups, expenses related to travel, transportation, and accommodation will be provided, along with a per diem for food or other expenses. For the virtual interviews and focus groups, there will be no costs accrued as facilities and internet connectivity will be provided.

**What are the possible disadvantages and risks of taking part?**

There are no risks involved in taking part in the study, aside from time loss accrued as a result.

**What are the possible benefits of taking part?**

The possible benefits of taking part in this study relate to your involvement in evaluating a potentially beneficial project for the local or regional economy and employment marketplace.

**Will my taking part in the study be kept confidential?**

Your confidentiality will be safeguarded in this research project as the data will be presented in the aggregate. When significant passages from the transcripts are included, these will be anonymized to protect your identity. Your data from the interviews and focus groups will be recorded, transcribed by the researchers, and stored safely online. It will be made available only to the researchers and stakeholders involved in the study.

## Appendix 5: Informed Consent Document

**Statement of Consent:** I have read the information provided in the Participant Information Sheet, and have received answers to any questions I asked. I consent to take part in the study.

Your Signature \_\_\_\_\_ Date \_\_\_\_\_

Your Name (printed) \_\_\_\_\_

In addition to agreeing to participate, I also consent to having the interview tape-recorded.

Your Signature \_\_\_\_\_

Date \_\_\_\_\_

Signature of person obtaining consent \_\_\_\_\_

Date \_\_\_\_\_

Printed name of person obtaining consent \_\_\_\_\_

Date \_\_\_\_\_